

Tuesday 4 June 2013 – Morning

GCSE ENGLISH/ENGLISH LANGUAGE

A680/01/RBI Information and Ideas (Foundation Tier)

READING BOOKLET INSERT

Duration: 2 hours



INSTRUCTIONS TO CANDIDATES

- The materials in this READING BOOKLET INSERT are for use with the questions in Section A of the Question Paper.

INFORMATION FOR CANDIDATES

- This document consists of **8** pages. Any blank pages are indicated.

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR

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Plastic Pollution



There is a vast whirling mass of water in the North Pacific. This area is choked with dead fish, marine mammals, and birds. They have been killed by the masses of plastic rubbish swirling round and round.

Some of these plastics will not break down in the lifetimes of the grandchildren of the people who threw them away. The very thing that makes plastic items useful to consumers, their ability to withstand wear and tear, also makes them a problem in marine environments.

Ten per cent of the one hundred million tonnes of plastic produced each year ends up in the sea. About twenty per cent of this is from ships and oil platforms, and the rest from land.

Take a walk along any beach anywhere in the world and washed ashore will be many plastic bags, bottles and containers, polystyrene packing, pieces of fishing net and discarded lengths of rope. Together with traffic cones, disposable lighters, vehicle tyres and toothbrushes, these items have been casually thrown away on land and at sea and have been carried ashore by wind and tide.

At sea and on shore, under the influence of sunlight and wave action, these items simply break down slowly into ever smaller particles. A single one-litre bottle could break down into enough small fragments to put one on every mile of beach in the entire world.

Larger items are eaten by seabirds and other animals which mistake them for prey. Many seabirds and their chicks have been found dead, their stomachs filled with medium-sized plastic items such as bottle tops, cigarette lighters and balloons. A turtle found dead in Hawaii had over a thousand pieces of plastic in its stomach and intestines.

Over a million seabirds and one hundred thousand marine mammals and sea turtles are killed each year by swallowing plastics or by getting entangled in discarded fishing nets and line. Even tiny jellyfish-like creatures become entangled in lengths of plastic wire, or eat the small plastic particles floating in the water.

There is a sinister twist to all this. The plastics can act as a sort of 'chemical sponge' that soaks up many of the most damaging pollutants found in the world's oceans. So any animal eating these pieces of plastic debris will also be taking in highly toxic pollutants.

The floating plastics can also affect marine ecosystems in a surprising way, by providing a ready surface for organisms to live on. These plants and animals can then be transported on the plastic far outside their normal habitat. These ocean 'hitch-hikers' can then invade new habitats where they become nuisance species.

This text is taken from a leaflet.

WELCOME TO OUR MAGICAL UNDERSEA WORLD



Blue Planet Aquarium is a truly magical experience. From HUGE sharks to tiny seahorses, we have an amazing range of animals.

Our moving walkway carries you along the length of one of the world's longest aquatunnels, where you're guaranteed to see more types of shark than anywhere else in the UK.

And that's not all. See a huge range of animals in their natural-looking habitats: playful otters, poisonous frogs, enchanting clown fish and fascinating moray eels all under one roof.

Wonders at every turn

At Blue Planet Aquarium you'll be taken on a spectacular underwater safari through the Caribbean seascape that's been recreated in the depths of our vast aquarium.



It lets you get right up close to marvel at the sheer power of the sharks and the breathtaking grace of the wide-winged rays gliding overhead. In fact, it's teeming with so many fish you'll want to go round again!

Britain's biggest sharks want to swim with you

Our sharks are the biggest in the country – and if you want to treat yourself to a truly unforgettable experience, you can get kitted out in one of our diving suits and take the plunge alongside them. Swimming with sharks is a magical encounter you'll treasure for a lifetime. Find out more at our website www.blueplanetaquarium.com. Pre-booking is essential.



All this excitement can give you an appetite

After a long day of watching sharks feed, you're bound to feel a bit peckish. Our spacious, themed restaurant can cater for all tastes, so why not make a day of it at Blue Planet Aquarium?



Explore one of the world's longest aquatunnels

Halfway along our incredible underwater viewing tunnel you can experience the sublime beauty of our new exhibit – Reef Magic. It features six reef scenarios, each individually illuminated by a fibre-optic light show synchronised with relaxing chill-out music. See a wonderful array of fish at home in this unique exhibit.



Oceans of fun!

Kids love the Octopus Adventure play park at Blue Planet Aquarium. They can explore Octopus Island with its shipwreck, bouncy whales, wobbling crocodiles, monkey bars AND slides!

This is no ordinary play park. It's a fantastic state-of-the-art adventure arena. Your children will have a magical time discovering new things about their world here – and we guarantee they'll want to keep coming back for more.

Don't stand in line – book online

Why queue when you can book your visit to Blue Planet on our website? You can arrange everything on the spot at www.blueplanetaquarium.com – and get straight to the fun with no hanging about. The perfect start to a perfect day out.



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Tuesday 4 June 2013 – Morning

GCSE ENGLISH/ENGLISH LANGUAGE

A680/01 Information and Ideas (Foundation Tier)

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 80

POST-STANDARDISATION
Version: **PSV** Last updated: **12/06/2013**
(FOR OFFICE USE ONLY)

MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in anyway relate to the question (eg 'can't do', 'don't know')
 - OR if there is a mark (eg a dash, a question mark) which isn't an attempt at the question
 Note: Award 0 marks – for an attempt that earns no credit (including copying out the question)
8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. **Annotations** – See specific questions for annotations.

12. **Marking and Annotation of Scripts after the Standardisation Meeting**

Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation meeting.

All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation meeting.

Annotation of scripts

Examiners should use annotation to show clearly where a mark is earned or why it has not been awarded. This will help examiners, checkers and those who review the marking of scripts.

Annotation consists of:

- ticks and crosses to show where marks have been earned or not earned
- specific words or phrases as agreed at Standardisation and as contained and included in the final mark scheme to show why a mark has been earned or indicate why a mark has not been earned (eg to show there is an omission)
- standard abbreviations, eg for *follow through*, *special case*, etc.

As scripts may be returned to centres, you should use the minimum of comments and make sure that these are related to the award of a mark or marks and are matched to statements in the mark scheme.

Do **not** include general comments on a candidate's work.

Record any annotation in the body of the answer, or in the margin next to the point where the decision is made to award, or not award, the mark.

Recording of marks

Give a clear indication of how marks have been awarded, as instructed in the mark scheme.

Record numerical marks for responses to part-questions **unringed** in the right-hand margin. Show the total for each question (or, in specific cases, for each page) as a single **ringed** mark in the right-hand margin at the end of each question. Transfer ringed totals to the front page of the script, where they should be totalled.

Show evidence that you have seen the work on every page of a script on which the candidate has made a response.

Cross through every blank page to show that you have seen it.

Follow the current guidance on crossed-out work.

Handling of unexpected answers

The Standardisation meeting will include discussion of marking issues, including:

- consideration of the mark scheme to reach a decision about the range of acceptable responses and the marks appropriate to them
- comparable marking standards for optional questions
- the handling of unexpected, yet acceptable, answers.

If you are not sure how to apply the mark scheme to an answer, you should telephone your Team Leader.

SECTION A READING







Question 1 *Plastic Pollution*

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)	<p>Award one mark for each of the following, up to a maximum of two:</p> <ul style="list-style-type: none"> • it is a (whirling) mass of water • (there are) dead creatures / fish / mammals / birds • (lots of) rubbish 	2	<p>There is no premium on own words in this answer. Selective copying is acceptable.</p> <p>Verbatim copying of the whole of paragraph one is not acceptable.</p> <p>Credit only 1 point per box. There is no need to tick; simply input mark of 1 or 0.</p>
	(b)	<p>Award one mark for each of the following, up to a maximum of three:</p> <ul style="list-style-type: none"> • will not break down for a long time (however expressed) • useful to consumers • withstand wear and tear • a problem in the sea 	3	<p>There is no premium on own words in this answer. Selective copying is acceptable.</p> <p>Verbatim copying of the whole of the second sentence (beginning 'The very thing...') is not acceptable.</p> <p>Credit only 1 point per box. There is no need to tick; simply input mark of 1 or 0.</p>
	(c)	<p>Award one mark for:</p> <ul style="list-style-type: none"> • (the) land 	1	<p>There is no need to tick; simply input mark of 1 or 0.</p>

Question	Indicative Content	Marks	Guidance
1 (d)	<p>Candidates may refer to some of the following points:</p> <ol style="list-style-type: none"> 1. (different types of) plastic washed ashore 2. / discarded thoughtlessly 3. / carried ashore by wind / tide 4. broken down slowly 5. broken down into small particles of plastic 6. / found everywhere / on every beach 7. plastic ingested / swallowed by birds / animals 8. ...who mistake plastic for prey 9. animals (birds/mammals/turtles) killed 10. rubbish in dead animals' stomachs 11. creatures also killed by becoming entangled 12. 'chemical sponge' concentrates the pollutants / plastic acts as chemical sponge 13. / plastic is toxic to animals 14. plastics provide surface for organisms to live on 15. floating plastics transport organisms away from own habitat 16. to become a nuisance elsewhere 	14	<p>NOTES</p> <p>Features of higher band responses (Band 4 and above) are likely to be:</p> <ul style="list-style-type: none"> • clear focus on the task • effective organisation of points • ability to express points in own words (where possible). <p>Medium band responses (Bands 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.</p> <p>INSTRUCTIONS</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> <ul style="list-style-type: none">  to indicate points from the list in this table  for points not made securely  for repeated points  for extended lifting  for mis-reading  for irrelevant material.





Question 1d**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
Above 4	14 13 12	<ul style="list-style-type: none"> • Clear understanding of text and task • Mostly clear focus; good organisation • Consistent attempt to use own words • Good range of points clearly identified
4	11 10	<ul style="list-style-type: none"> • Text and task have been understood, though there may be some unnecessary material • Generally clear focus – perhaps some blurring • Evidence of ability to express in own words (where appropriate) • A range of points clearly identified
5	9 8	<ul style="list-style-type: none"> • Task generally addressed, though there may be some irrelevant material • Some lack of focus • Own words generally used, but may be some selective lifting • General understanding of a number of points
6	7 6	<ul style="list-style-type: none"> • Some evidence that the task has been understood • Lacks clear focus • Points listed mechanically, with some lifting • Straightforward understanding of some of the simpler points
7	5 4	<ul style="list-style-type: none"> • Only a little evidence that the task has been understood • May contain indiscriminate lifting • Some grasp of a limited number of points
8	3 2	<ul style="list-style-type: none"> • Considerable misunderstanding of text and task • May contain much indiscriminate lifting • At the top of the band, a rudimentary understanding of only a limited number of simple points
Below 8	1 0	<ul style="list-style-type: none"> • Material selected has little or no bearing on the task • Answers likely to be brief and hesitant or rambling and unstructured

Question 2 *Welcome to Our Magical Undersea World***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>Higher Band responses [Bands 4 and above] are likely both to identify particular headings, the logo and photographs 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.</p> <p>Middle Band responses [Bands 5 and 6] are likely to be characterised by a general awareness of the effects of the headings, logo 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.</p> <p>Lower Band responses [Bands 7 and below] are likely to show only a rudimentary understanding of the effects of the headings, logo 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.</p>	6	<p>NOTES</p> <p>Features of higher band answers are likely to be:</p> <ul style="list-style-type: none"> • identification of specific features from the text • analytical comment on the effect of the features identified. <p>It is possible for concise answers demonstrating these qualities to score highly. It is important not to over-reward long answers which identify specific features or which offer only generalised comment.</p> <p>INSTRUCTIONS</p> <p>Use the band descriptors and practice scripts to arrive at your mark.</p> <p>Do not reward generic comments that could be true of any media text: e.g. 'the headings are big and attract the reader': 'the pictures are colourful and draw you in'.</p> <p>Do not credit comments about the main body of the text, which is the focus of Question 2(b).</p> <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>

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

Question	Indicative Content	Marks	Guidance
2 (b)	<p>Higher Band responses [Bands 4 and above] are likely to identify the purpose of the leaflet and the persuasive nature of much of the language.</p> <p>Candidates are likely to make some comment on the effusive vocabulary: 'truly magical', 'amazing range', 'enchanted clown fish', 'spectacular underwater safari', 'teeming with so many fish' etc. They are likely to explore the effect of the superlatives: eg 'one of the world's longest aquatunnels', 'our sharks are the biggest in the country'. They may comment on the use of technological vocabulary and words appealing to the young: e.g. 'fibre-optic light show synchronised with relaxing chill-out music'. At the top end there will be some evidence that language is being analysed and comments supported by appropriate reference. There may be some acknowledgement of the direct appeal to parents in the penultimate section: 'Your children will have a magical time...' At the top end there will be some evidence that language is being analysed and comments supported by appropriate reference.</p> <p>Middle Band responses [Bands 5 and 6] are likely to be characterised by a general awareness of the overall purpose of the leaflet and some of its persuasive writing, 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 article uses strong verbs').</p> <p>Lower Band [Bands 7 and below] responses 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 and/or almost verbatim copying of parts of the text.</p>	14	<p>NOTES</p> <p>Features of higher band answers are likely to be:</p> <ul style="list-style-type: none"> • identification of specific information and language points • analytical comment on the effects of the points identified. <p>Good quality comment on the effects of specific words and phrases is a discriminator for this task. Answers lacking comment on language points should not be marked higher than Band 5.</p> <p>INSTRUCTIONS</p> <p>Use the band descriptors and practice scripts to arrive at your mark.</p> <p>Do not over-reward answers that adopt an overly descriptive approach.</p> <p>Do not credit comments about headings, the logo and photographs that are the focus of Question 2(a).</p> <p>Use the following annotations to help you arrive at your mark:</p> <ul style="list-style-type: none">  to indicate information points  to indicate words/phrases specifically identified by the candidate  to indicate explanations and analytical comment  for explanations that are not fully clear  for irrelevant material.

QUESTION 2b 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
Above 4	14 13 12	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Some simple descriptive points • Much indiscriminate re-telling of the content, or paraphrase • Considerable misunderstanding of the passage and/or task
8	3 2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Answers will be brief and hesitant or rambling and unstructured • Material selected will have little or no bearing on the task







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 over 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>Candidates have a clearly specified form, purpose and audience for this task.</p> <p>Stronger responses will show some appreciation of the need to shape material consciously in order to engage the interest of the listeners. There is likely to be some evidence of an effective use of rhetorical devices</p>	40	<p>NOTES</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> <p>INSTRUCTIONS</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>
4	<p>The question invites description of the place and the candidate's explanation of why they like being there – though there is no requirement to balance evenly description and explanation.</p> <p>The writing should engage the reader's interest, and there will be, for the higher bands, some evidence of crafting the writing to create specific effects for the reader.</p>	40	<p> for good ideas</p> <p> for good vocabulary and expression</p> <p> for errors of spelling, punctuation and grammar</p> <p> for awkward expression</p> <p> for weak sentence structure</p> <p> for omissions</p>

Note: If the candidate has answered Question 4, click on 'No Response' for both Question 3 writing elements. Then proceed to annotating/mark 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
Above Band 4	27 26 25 24	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> 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. 	13 12	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> 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	23 22 21 20	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> 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. 	11 10	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> 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	19 18 17 16	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • 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 focused 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. 	9 8	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • 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.
6	15 14 13 12	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • 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. 	7 6	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • 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	11 10 9 8	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> 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. 	5 4	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> 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.
8	7 6 5 4 3	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> 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. 	3 2	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> 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.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
Below band 8	2 1 0	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • 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. 	1 0	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses spelling and punctuation so imprecisely that very little meaning is communicated.

Assessment:	A680
Session:	June 2013
Question Paper:	A680/01 Information and Ideas
Examiner:	
Candidate No:	

Item	Mark	Included In Total
1a1	1.00	✓
1a2	1.00	✓
1b1	0.00	✓
1b2	1.00	✓
1b3	1.00	✓
1c	0.00	✓
1d	4.00	✓
2a	2.00	✓
2b	8.00	✓
3 W i_ii	Not Attempted	
3 W iii	Not Attempted	
4 W i_ii	17.00	✓
4 W iii	7.00	✓
Total Marks	42.00	

A680/01 Exemplar Script A

42 marks - E grade in June 2013.

Answer **all** the questions in Section A and **one** question in Section B.

SECTION A – Non-Fiction and Media

You are advised to spend about one hour on Section A.

Question 1

Read carefully *Plastic Pollution* on page 3 of the Reading Booklet Insert. Then answer Questions 1a, 1b, 1c and 1d. These questions will be marked for reading.

- 1 (a) From **paragraph one** (beginning 'There is a vast whirling mass...'), state **two** facts about this area of the North Pacific.

Fact 1: There are dead fish, marine mammals and birds. [1]

Fact 2: They been killed by masses of plastic. [1]

- (b) From **paragraph two** (beginning 'Some of these plastics...'), write down **three** things you learn about plastic.

1: Some of the plastic ~~don't~~ ^{don't} break down [1]

2: withstand wear and tear [1]

3: plastic that don't break down is a ~~problem~~ ^{problem} in marine environment [1]

- (c) From **paragraph three** (beginning 'Ten per cent of the one hundred million tonnes...'), state where most of the plastic in the sea comes from.

fishing net wind [1]



4

- (d) Re-read the passage from **paragraph four** ('Take a walk along any beach...') to the end of the passage ('...they become nuisance species').

Outline what you learn about plastics being dumped into the sea and the dangers to marine life.

Use your own words as far as possible.

[14]

~~with~~
walking along the beach
there are so many different
bits of rubbish plastic bags, bottle
& container, polystyrene packing
traffic cones, vehicle tyres the
items been throw away
and have been carried ashore
by wind and the tide

Item Level Comment:

Some grasp of a limited number of points.



7

Question 2

Read carefully *Welcome To Our Magical Undersea World* on pages 4–5 of the Reading Booklet Insert. Then answer Questions 2a and 2b. These questions will be marked for reading.

2 (a) How do the following contribute to the effect of the leaflet on the reader?

- the headings and the Blue Planet Aquarium logo
- the photographs

[6]

The heading Chachy it draws you in with it using the word magical, knowing once a kid see that there w anna know more. P

The ~~para~~ paragraphs are short but hold alot of info Mahton. NAQ

The photographs are just showing people having fun and that theres lots of things to do there. P ✓

~~There~~ there ~~are~~ headings for the little paragraphs ~~draw you in for example~~ draw you in eg "Don't stand in line - book on line - to draw Family in. P

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Turn over

Item Level Comment:
Straightforward points.

8

- (b) How does the leaflet try to persuade you that the Blue Planet Aquarium is an enjoyable place for families to visit?

In your answer, you should write about:

- **information** given in the leaflet
- some of the **words** and **phrases** used.

Do **NOT** write about the headings, logo and photographs in your answer.

[14]

Blue planet Aquarium draw people in by it lot of different paragraphs on what there is to do like when they say "our sharks are the biggest in the country" then it goes on to say about ~~more~~ "now you can swim with them" that draw people in that love sharks and doing scary things.

lot of things for kids to do in the park they got being world line "explore" kids love to explore.

another key fact "wanders every turn" meaning your

NAQ

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* 2858018108 *

not gonna get bored
drawing parents even more
~~and~~ being a nice day out
and theres lot to do.

~~They~~ using alot of key
words to draw people
in like excitement, explore
experience, truly unforgettable
all of these words draw
you in the the para
graphs.

Item Level Comment:

Range of lang and info points, though some lang points listed without comment. Some focus on the task and understanding of text's purpose.



10

SECTION B – Writing

You are advised to spend about 50 minutes on Section B.

Answer ONE question. Write the number of the question you have chosen at the top of your answer.

This answer will be marked for writing. Plan your answer and write it carefully.

Leave enough time to check through what you have written.

Either

- (3) You have been asked to give a speech to your class on the following topic:

'We must protect the planet for the future.'

Write the words of your **speech**.

[40]

Or

- (4) Describe the place you most like to go to and explain why you like being there.

[40]

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* 2858018110 *

11

Write here the number of the question you have chosen

B

The place that always pop in to mind when I get ask this is the Studio. The Studio for me is the best place to be and it's always the place I wanna go to. It's a place where I can let go be me write music for other people to hear. The Studio is not the place that every one wants to go it's not fancy and it's not the same as laying on the beach in the sun but to me it's a special place because to me it's where I feel at home the most. ~~It's a place that I see my dream watered in~~ and that's the best feeling in the world. Writing songs that hopefully one day people sing back to you is amazing.

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Turn over



* 2858018111 *

It's also a place I go just to sing me little ~~heart~~ heart out and not being judge. I've learnt so much about producing and hopefully one day I can work with the best.

MUSIC is a big part of my life. It's definitely the voice you can't speak.

Working in the studio is a lot of fun. I've got a great team that I work with from producers to other artists getting tips of them.

Every one's got a dream. I guess I'm just lucky because I'm making mine happen. I guess that's why I love being in the studio so much.

Last but not least the studio is formed in to lots



13

of different ~~one~~ aeres
from song writing to pro
ducing to just having a
little sing song but my
favourite bit is nearing a
piece when it's finish because
~~once that 3 minutes is over~~
once then 3 minutes ~~that~~
begin that could be the
start of something new

Item Level Comment:

Some sense of direction. Question addressed. Not always controlled.
Paragraphs generally used correctly.

Paper Total [80]

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Assessment:	A680
Session:	June 2013
Question Paper:	A680/01 Information and Ideas
Examiner:	
Candidate No:	

Item	Mark	Included In Total
1a1	1.00	✓
1a2	1.00	✓
1b1	1.00	✓
1b2	1.00	✓
1b3	1.00	✓
1c	1.00	✓
1d	11.00	✓
2a	5.00	✓
2b	9.00	✓
3 W i_ii	Not Attempted	
3 W iii	Not Attempted	
4 W i_ii	18.00	✓
4 W iii	8.00	✓
Total Marks	57.00	

A680/01 Exemplar Script B

57 marks - Secure C grade in June 2013.

Answer **all** the questions in Section A and **one** question in Section B.

SECTION A – Non-Fiction and Media

You are advised to spend about one hour on Section A.

Question 1

Read carefully *Plastic Pollution* on page 3 of the Reading Booklet Insert. Then answer Questions 1a, 1b, 1c and 1d. These questions will be marked for reading.

- 1 (a) From **paragraph one** (beginning 'There is a vast whirling mass...'), state **two** facts about this area of the North Pacific.

Fact 1: The water is full of dead animals

[1]

Fact 2: Water is full of rubbish floating around

[1]

- (b) From **paragraph two** (beginning 'Some of these plastics...'), write down **three** things you learn about plastic.

1: It ~~takes~~ takes many years for plastic to decompose

[1]

2: Plastic is very strong it is able to last through a lot of use.

[1]

3: Because they don't decompose easy and quickly this makes problems for waste in marines.

[1]

- (c) From **paragraph three** (beginning 'Ten per cent of the one hundred million tonnes...'), state where most of the plastic in the sea comes from.

~~Ships and~~ From our land

[1]



4

- (d) Re-read the passage from **paragraph four** ('Take a walk along any beach...') to the end of the passage ('...they become nuisance species').

Outline what you learn about plastics being dumped into the sea and the dangers to marine life.

Use your own words as far as possible.

[14]

In the article, I have found numerous reasons of ^{why plastic} ~~things~~ is being dumped into many Oceans, this is harmful to a balanced and ecofriendly ecosystems, as bacteria builds up onto the plastics floating around. Also that the plastics de pollute the ocean as the plastic acts porous taking in the chemicals from the ocean, the animals then looking for food and are mistaken as they believe the broken down pieces of plastic are food. This can kill the Marine life as they are able to choke also suffer from chemical poisoning. Many animals a year die because of the pollution in the Ocean, they get caught and stuck in fishermens lines and nets. This is devastating to the lives of many mammals as their population could become extinct. Supposidly if you go on a walk at a near by beach you will find and see washed up pots of broken down plastic, this causes up to

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* 2858609404 *

5

actually. See how much pollution there is. Many different types and items of plastic are washed up onto shore which is able to have pollutants on it, which can be toxic to all the mammals around; ~~the~~ the sea is able to ~~the~~ break the plastics down into smaller pots, from just one big bottle around a litre in size it can be broken down enough so that there are enough tiny pieces on each beach in the entire world, that shows us the world how bad dumping plastics into the ocean actually is also as we can harm and kill many species of animals. Animals which have died from eating too much plastic by mistake ~~have~~ have said to have found a thousand pieces in its stomach ~~even~~ according to a marine biologist. That is shocking and shows us how dangerous dumping plastics into the ocean is. We are harming our environment and species of animals.

Item Level Comment:

Text and task understood, though some repetition. Mainly own words.



7

Question 2

Read carefully *Welcome To Our Magical Undersea World* on pages 4–5 of the Reading Booklet Insert. Then answer Questions 2a and 2b. These questions will be marked for reading.

2 (a) How do the following contribute to the effect of the leaflet on the reader?

- the headings and the Blue Planet Aquarium logo
- the photographs

[6]

This leaflet gives an effect on the reader as it's full of facts, promises and 'magical' terminology. Also by their logo being based on shades of blue. The headline of this leaflet varies in bold words, this emphasises and catches the reader's eye. "Welcome" shown in bold show how everyone is allowed to come, also showing how it's friendly. "Magical Undersea World" sounds exciting also interesting as the company wants you to visit somewhere fun and guarantee a good time. The background of the leaflet complements with "undersea" as the sea is blue, this shows the reader how it's a replica and recreated version.

The photographs show the reader how fun it looks by a child having fun on a slide on "Octopus adventure play park". Also showing images of various animals from 'huge' to tiny animals. By emphasising 'huge' in bold it shows how many animals they actually have. This wants the reader to visit the magical undersea world.

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Turn over

Item Level Comment:

Some evidence of analytical comment.

8

- (b) How does the leaflet try to persuade you that the Blue Planet Aquarium is an enjoyable place for families to visit?

In your answer, you should write about:

- information given in the leaflet
- some of the words and phrases used.

Do NOT write about the headings, logo and photographs in your answer.

[14]

This leaflet ~~NAQ~~ is attempting to persuade families to visit by using exciting subtitles "wonders every turn" shows how truly amazing the experience is. The 'Blue planet Aquamane' offer activities aimed at both adults and children, from swimming ~~to~~ with sharks to playing on Octopus Island. Also a moving walkway which allows you to see the animals swim past you. The leaflet is very persuading at this point as it tells you a fact "one of the world's longest aqua-~~nnels~~" this would make the person wonder and get attached further onto the leaflet.

By using short sentences, this emphasises and builds climax to the leaflet. This would persuade my family to visit as they tell you exactly what they have on offer to entertain you. Instead of hesitating in booking they offer you the URL at the end

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* 2858609408 *

9

of the leaflet this would make someone want to book straight away as they have been stunned and surprised by all the amazing activities.

The leaflet shows families how it is an enjoyable place for families by ~~was~~ repeating the word "magical" throughout. This emphasises how amazing and what a great opportunity it would be to visit. By also offering a restaurant on the premises it is even more persuading, as the family could have a short break ~~then go back~~ at the themed ^{restaurant} and catered for all tastes then go back to enjoying the rest of the day.

The language of this leaflet is very: relaxing, exciting, and interesting. "Sublime beauty" shows how detailed and beautiful the experience is. The leaflet also guarantees that they have the biggest sharks in the United Kingdom this is very persuasive as you would want to go and see the "HUGE" sharks. Concluding that a lot of the terminology refers to the undersea theme. "Treasure" sounds fun and exciting for children then relaxing for adults by chill-out music.

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Turn over

Item Level Comment:

Range of points, but comment fairly straightforward. Overall some focus on the task, though uneven.

10

SECTION B – Writing

You are advised to spend about 50 minutes on Section B.

Answer ONE question. Write the number of the question you have chosen at the top of your answer.

This answer will be marked for writing. Plan your answer and write it carefully.

Leave enough time to check through what you have written.

Either

- 3** You have been asked to give a speech to your class on the following topic:

‘We must protect the planet for the future.’

Write the words of your **speech**.

[40]

Or

- 4** Describe the place you most like to go to and explain why you like being there.

[40]

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* 2858609410 *

11

Write here the number of the question you have chosen

4

Plan: Portugal

Have house there ✓

lots of entertainment: waterpark ✓

Relaxing with weather, great environment ✓

great night life ✓

Beautiful beaches ✓

The place I most like to go is my second home, Portugal, Quinta do Lago. We (my family, mom and step dad) have a villa there; we mainly go over at school holidays as the weather is phenomenal reaching up to thirty-eight degrees in summer. The entire environment of Portugal is divine, it's relaxing and the Portuguese people are so friendly and welcoming as they love learning our language. It's great having your own personal villa because you only have to book aeroplane flights also, you get to put a touch on the house to make it feel home welcoming compared to some hotels that can feel the back alley and smell of dustbins.

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Turn over



* 2858609411 *

12

That is what I mostly enjoy about visiting Portugal, as it is classed as my second home and **A** very welcoming by the locals.

Another reason why Portugal is my ~~best~~ ^{favourite} place - I like to go to ~~the Super Aqua Marine Water park~~ the 'Super Aqua Marine Water park'. I have never seen a waterpark with so many slides! There are **E** rides as big as the palms hotel in Dubai and the ocean wave pool is that big you'd actually believe it was the ocean. The whole experience of the waterpark is breath taking, you walk in and feel like a child in a Sweet Shop again; you **✓** have no **E** idea where to start. Everyone there is running around laughing and enjoying themselves **E** it is truly a great experience. Also **A** best to go with your best friends as **E** you can run around like complete 'leopards'!

Whilst on my visit at Portugal I spend most of my time at the beach **A** literally two metres

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* 2858609412 *

13

away from my Villa, its
great to wake up and see
the waves crashing onto shore
from my bedroom window. The
beach is private and no body else
can interrupt your relaxation.
Its Simply divine!

You are also able to have great
night life on the beach in the
Summer by having all our friends
around and ~~have~~^{enjoy} a B&B under our
outside kitchen, its just relaxing and
reminds me how thankful I really
am to my Mother and Step Father

In the Summer you could probably
spend eight or more hours on the
beach ~~that~~^{the} the weather is marvellous,
thats why its my favourite place
in the entire world. The Sun tan you
get after Summer is marvellous it
lasts me all year. Before my Mom
has actually compared me to a
COCO nut I have been that
tanned! I was actually astonished how
tanned I really was. Thats when
I started to realise and come to

Paper Total [80]

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* 250600412 *

14

ADDITIONAL ANSWER SPACE

If additional answer space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margins.

4

terms with that Portugal is
my second home.

On the weekends I like to
go to ~~a~~ ~~a~~ this amazing bar
called 'Montys' they play live
music on a Friday and some
of the bands that play are
unbelievable their voices are
like angels, softly in tune creating
a great environment and everyone
dancing and having a wonderful
time. The night flies away. Sometimes
my parents have looked at their watch
es and realised it's one-AM. 'When
you're having a great time, time flies.'
That statement fits one hundred percent.
I mainly enjoy going just to see
the heavenly best bands every Friday, they
seriously know how to create an
unforgettable night.

At least once while I'm there
I love to go to the shopping
mall; there has got to be over
three-hundred shops just for clothes.

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2858609414

15

-S - and that's just the women's section. Portuguese fashion is great, they are always ahead of England so I can either wear it in Portugal or take it home when I leave. Just for the shopping I mostly like to go. However, I can actually say whilst I'm in Portugal I truly enjoy every moment. The relaxing vibe to the heavenly angel voices performing. The main thing is that I get good quality time with my mother and step father. When we were in England they're always working so I grab every minute I can whilst I'm there.

Portugal without a doubt is the best place for me to go for all the numerous of reasons. I have to count down the days for when I'm next going - that's how excited I get. The relaxing beaches, the perfect weather is mesmerising and so unforgettable. I have so many magnificent

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* 2858609415 *

16

memories there, even with my
two best friends who come ~~X~~ Easter.
But that's another story!

I would actually live in
Portugal, I love it that much,
it is so different to England. -
I can't wait until I go
Summer now. June Fifteenth Please
hurry up I beg you!

Item Level Comment:

Demonstrates some understanding of the task, but does not always show control of the material. Some development of ideas, using paragraphs.



Assessment:	A680
Session:	June 2013
Question Paper:	A680/01 Information and Ideas
Examiner:	
Candidate No:	

Item	Mark	Included In Total
1a1	1.00	✓
1a2	1.00	✓
1b1	0.00	✓
1b2	1.00	✓
1b3	0.00	✓
1c	0.00	✓
1d	2.00	✓
2a	1.00	✓
2b	Not Attempted	✓
3 W i_ii	Not Attempted	
3 W iii	Not Attempted	
4 W i_ii	6.00	✓
4 W iii	3.00	✓
Total Marks	15.00	

A680/01 Exemplar Script C

15 marks - Ungraded in June 2013.

Answer **all** the questions in Section A and **one** question in Section B.

SECTION A – Non-Fiction and Media

You are advised to spend about one hour on Section A.

Question 1

Read carefully *Plastic Pollution* on page 3 of the Reading Booklet Insert. Then answer Questions 1a, 1b, 1c and 1d. These questions will be marked for reading.

- 1 (a) From **paragraph one** (beginning 'There is a vast whirling mass...'), state **two** facts about this area of the North Pacific.

Fact 1: This area is choked with marine mammals and Birds. [1]

Fact 2: They have been killed by masses of plastic rubbish swirling round and round. [1]

- (b) From **paragraph two** (beginning 'Some of these plastics...'), write down **three** things you learn about plastic.

1: The very thing that makes plastic items useful to consumers unstand wear and tear. [1]

2: also makes them a problem in marine environments [1]

3: In life time grandchild throw them away [1]

- (c) From **paragraph three** (beginning 'Ten per cent of the one hundred million tonnes...'), state where most of the plastic in the sea comes from.

Twenty percent is from ships and oil platforms and rest is from land. [1]



4

- (d) Re-read the passage from **paragraph four** ('Take a walk along any beach...') to the end of the passage ('...they become nuisance species').

Outline what you learn about plastics being dumped into the sea and the dangers to marine life.

Use your own words as far as possible.

[14]

in ANYWHERE in the world
there is RUBBISH ETC. PLASTIC BAGS
BOTTLES CONTAINERS POLYSTYRENE
PACKAGING FISHING ROPES ~~SCAFF~~
TIED WITH TRAFFIC CONES LIGHTERS
VEGICAL TYES TOOTH BRUSHES

BECAUSE THEY ARE DANGEROUS
THEY ARE KILLING MARINE LIFE

WHAVE LEARNED WE SHOULD
STOP PUTTING PLASTICS IN THE
SEA BECAUSE KILLING

MARINE LIFE

and you

POUTING
SEA AND
MAKING SEA LEVEL
RISE UP

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* 2858646504 *

5

Item Level Comment:

Considerable misunderstanding of task. 1 point only.



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Turn over



2858646505

7

Question 2

Read carefully *Welcome To Our Magical Undersea World* on pages 4–5 of the Reading Booklet Insert. Then answer Questions 2a and 2b. These questions will be marked for reading.

2 (a) How do the following contribute to the effect of the leaflet on the reader?

- the headings and the Blue Planet Aquarium logo
- the photographs

[6]

BECAUSE THE HEADINGS AND
LOGO ARE BOLD CLOUFFUL
THEY GET PEOPLE ATTENTION
IT MAKES IT LOOK INTERESTING
AND IT MAKES THE M MAMMA
READ IT AND GETS NOTICED
THE PHOTOS HELP MAKE IT LOOK
NICE CLOUFFUL CHARMING
INTERESTING
HELPS IT GET
NOTICE SO PEOPLE
GO AND SEE
IT ~~AND SEE~~ ~~IT~~ ~~AND SEE~~



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Turn over

Item Level Comment:
Little specific detail.

8

- (b) How does the leaflet try to persuade you that the Blue Planet Aquarium is an enjoyable place for families to visit?

In your answer, you should write about:

- **information** given in the leaflet
- some of the **words** and **phrases** used.

Do **NOT** write about the headings, logo and photographs in your answer.

[14]



10

SECTION B – Writing

You are advised to spend about 50 minutes on Section B.

Answer ONE question. Write the number of the question you have chosen at the top of your answer.

This answer will be marked for writing. Plan your answer and write it carefully.

Leave enough time to check through what you have written.

Either

- 3** You have been asked to give a speech to your class on the following topic:

‘We must protect the planet for the future.’

Write the words of your **speech**.

[40]

Or

- 4** Describe the place you most like to go to and explain why you like being there.

[40]

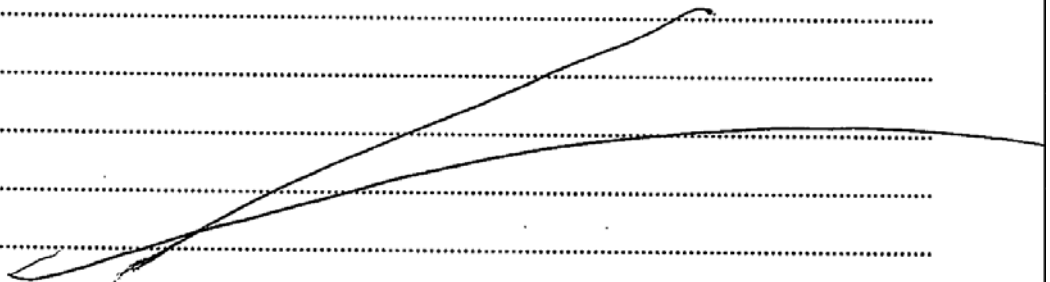
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11

Write here the number of the question you have chosen



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Turn over



* 2858646511 *

④

12

I have chosen
South African to go there
because you get to see
everything like mountains
wild animals the beaches
and animal zoos resource
centers nice weather
many more
I like going there because
I have family there
and going to the beaches
and seeing
wild animals
and mountains
And I love it
so much

Item Level Comment:

54 words. Occasional comprehensible content. Very limited sense of direction. Density of linguistic error.

2050040512

Assessment:	A680
Session:	June 2013
Question Paper:	A680/01 Information and Ideas
Examiner:	
Candidate No:	

Item	Mark	Included In Total
1a1	1.00	✓
1a2	1.00	✓
1b1	1.00	✓
1b2	1.00	✓
1b3	1.00	✓
1c	1.00	✓
1d	9.00	✓
2a	3.00	✓
2b	6.00	✓
3 W i_ii	22.00	✓
3 W iii	10.00	✓
4 W i_ii	Not Attempted	
4 W iii	Not Attempted	
Total Marks	56.00	

A680/01 Exemplar Script D

56 marks - Secure C grade in June 2013.

Answer **all** the questions in Section A and **one** question in Section B.

SECTION A – Non-Fiction and Media

You are advised to spend about one hour on Section A.

Question 1

Read carefully *Plastic Pollution* on page 3 of the Reading Booklet Insert. Then answer Questions 1a, 1b, 1c and 1d. These questions will be marked for reading.

- 1 (a) From **paragraph one** (beginning 'There is a vast whirling mass...'), state **two** facts about this area of the North Pacific.

Fact 1: This area of the North Pacific is choked with dead fish, birds and litter [1]

Fact 2: The animals have been killed by all the plastic in the water. [1]

- (b) From **paragraph two** (beginning 'Some of these plastics...'), write down **three** things you learn about plastic.

1: Some plastics will outlive the people who threw them away [1]

2: The problem with plastic in the ocean is that it has been designed to last long so it takes a while to rot [1]

3: The properties that make plastic useful to people are what caused the problem. [1]

- (c) From **paragraph three** (beginning 'Ten per cent of the one hundred million tonnes...'), state where most of the plastic in the sea comes from.

most comes from land [1]



4

- (d) Re-read the passage from paragraph four ('Take a walk along any beach...') to the end of the passage ('...they become nuisance species').

Outline what you learn about plastics being dumped into the sea and the dangers to marine life.

Use your own words as far as possible.

[14]

All the plastic thrown into the sea is eventually carried ashore by the tides and the wind. Out at sea the plastic will break down from sunlight but into smaller pieces which makes the problem worse as more animals are likely to eat it. It is common for fish or seabirds to eat plastic items at sea. Every year over a million birds and one hundred thousand marine mammals are killed by eating plastic or getting caught up in old lengths of fishing wire or nets. The plastics soak up all the chemicals and pollutants in the water but this poisons the fish when they eat it. Some species live in the plastic which carries them to new environments which they don't belong in.

Item Level Comment:

Understanding of a number of points. Own words generally used.

7

Question 2

Read carefully *Welcome To Our Magical Undersea World* on pages 4–5 of the Reading Booklet Insert. Then answer Questions 2a and 2b. These questions will be marked for reading.

2 (a) How do the following contribute to the effect of the leaflet on the reader?

- the headings and the Blue Planet Aquarium logo
- the photographs

[6]

The main heading is in a childish font and bright colours to attract children and get them interested.

The first photograph is of a bunch of children looking at one of the tanks. This would appeal to parents as they may take their children to the aquarium. ✓

There is one more photo of a child on a slide and the rest show all the different species they have at the aquarium.



8

- (b) How does the leaflet try to persuade you that the Blue Planet Aquarium is an enjoyable place for families to visit?

In your answer, you should write about:

- **information** given in the leaflet
- some of the **words** and **phrases** used.

Do **NOT** write about the headings, logo and photographs in your answer.

[14]

The leaflet straight away mentions "HUGE sharks" as they know this would excite readers. In the second paragraph they again talk about the sharks they have as this will draw in readers. Later in the leaflet they mention that you can swim with the sharks at Blue Planet. Something that is bound to attract any thrill seeker. They also advertise that they have a restaurant at the aquarium so people will eat there instead of bringing their own food. Again to reel in parents they advertise their children's play park.

Item Level Comment:

Simple info points. One basic lang point.



10

SECTION B – Writing

You are advised to spend about 50 minutes on Section B.

Answer ONE question. Write the number of the question you have chosen at the top of your answer.

This answer will be marked for writing. Plan your answer and write it carefully.

Leave enough time to check through what you have written.

Either

- 3** You have been asked to give a speech to your class on the following topic:

'We must protect the planet for the future.'

Write the words of your **speech**.

[40]

Or

- 4** Describe the place you most like to go to and explain why you like being there.

[40]

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11

Write here the number of the question you have chosen

3

Most people, given the chance, will do anything they can to help out their mother as she gets older. We owe it to our mothers don't we? They raised, ^E nurtured us, and allowed us to flourish. It is only natural for us to love them. But what about our planet? Is she not like a mother? It was earth that nurtured our species and allowed us to flourish. So don't we ~~owe~~ her the same respect and love we have for our mothers? I believe so, but a great many people don't and are happy to continue abusing and mistreating our planet. But, like any mother, she will only let her children scrounge off her for so long, until we are eventually cast out. Our resources won't last forever and if we continue the way we are going, earth will be but a lifeless husk unable to provide for her children anymore. So isn't

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Turn over



* 2859103111 *

12

It time that we use that human ingenuity, that has let us accomplish so much else, to find ways of making our own renewable resources. Just to make it a bit easier for our mother to cope, because she is so from a journey as she used to be and she won't be able to keep going forever.

Although she may not here to. We are learning more and more about nearby planets every day and it won't be long until we look to them for our resources. But when we finally do spread out across the stars, shouldn't it be for the betterment of life on earth? and not because there can no longer be life on earth.

Item Level Comment:

Relevant, with some evidence of adapting form and style to suit audience and purpose. No paragraphing, but some development of ideas.



Assessment:	A680
Session:	June 2013
Question Paper:	A680/01 Information and Ideas
Examiner:	
Candidate No:	

Item	Mark	Included In Total
1a1	1.00	✓
1a2	1.00	✓
1b1	1.00	✓
1b2	1.00	✓
1b3	1.00	✓
1c	0.00	✓
1d	6.00	✓
2a	1.00	✓
2b	4.00	✓
3 W i_ii	Not Attempted	
3 W iii	Not Attempted	
4 W i_ii	6.00	✓
4 W iii	3.00	✓
Total Marks	25.00	

A680/01 Exemplar Script E

25 marks - Top of G grade in June 2013.

Answer all the questions in Section A and one question in Section B.

SECTION A – Non-Fiction and Media

You are advised to spend about one hour on Section A.

Question 1

Read carefully *Plastic Pollution* on page 3 of the Reading Booklet Insert. Then answer Questions 1a, 1b, 1c and 1d. These questions will be marked for reading.

- 1 (a) From **paragraph one** (beginning 'There is a vast whirling mass...'), state **two** facts about this area of the North Pacific.

Fact 1: This area is choked with dead fish, Marine mammals and birds.

Fact 2: They have been killed by the masses of plastic rubbish swirling round and round. [1]

- (b) From **paragraph two** (beginning 'Some of these plastics...'), write down **three** things you learn about plastic.

1: Plastic will not break down in the lifetimes. [1]

2: The very thing that makes plastic items useful to consumers, their ability to withstand wear and tear. [1]

3: Makes them a problem in marine environment. [1]

- (c) From **paragraph three** (beginning 'Ten per cent of the one hundred million tonnes...'), state where most of the plastic in the sea comes from.

Ships and oil platforms. [1]



4

- (d) Re-read the passage from **paragraph four** ('Take a walk along any beach...') to the end of the passage ('...they become nuisance species').

Outline what you learn about plastics being dumped into the sea and the dangers to marine life.

Use your own words as far as possible.

[14]

Many plastic bags, bottles and containers
~~are~~ are dumped into the sea every year.
The plastic ~~is~~ has been carried into
our sea by wind and tide. One single
one litre bottle could break down
into small fragments and put one on
every mile of beach in the entire world.
Some animals ~~are~~ have been
mistake for prey. Seabird have
been found dead. A turtle found
dead in Hawaii had over a thousand
pieces of plastic ~~in~~ in its
stomach and intestines.

Item Level Comment:

Straightforward understanding of some points.



7

Question 2

Read carefully *Welcome To Our Magical Undersea World* on pages 4–5 of the Reading Booklet Insert. Then answer Questions 2a and 2b. These questions will be marked for reading.

2 (a) How do the following contribute to the effect of the leaflet on the reader?

- the headings and the Blue Planet Aquarium logo
- the photographs

[6]

The photographs are big and bold
 they have a lot of colour and act into
 them. Blue ~~planet~~ planet Aquarium is
 a truly magical experience they
 have an amazing range of animals.
 We have one of the longest
 aquatunnels where you're guaranteed
 to see more types of shark than
 anywhere else in the UK and
 that is not all you can do
 you can see more animals,
 animal look, playful otters, fish
 and frogs.



Item Level Comment:

Simple response and much irrelevant material.

8

- (b) How does the leaflet try to persuade you that the Blue Planet Aquarium is an enjoyable place for families to visit?

In your answer, you should write about:

- information given in the leaflet
- some of the words and phrases used.

Do **NOT** write about the headings, logo and photographs in your answer.

[14]

The ^{Planet} blue aquarium give ~~so~~ you
a look into what animals are like
and what they are. it makes it
enjoyable to find out what the
animal are and what they look
like. and that not all ~~s~~ you can
hang out with the animals in
there natural - looking. ~~so~~ you
can see many shark at blue
planet aquarium. ~~on~~ also our
moving walkway ~~carrier~~ you along
the length of one of the world
longest aquariums. that's why it
is enjoyable to go to.

Item Level Comment:

Glancing references to the task.



10

SECTION B – Writing

You are advised to spend about 50 minutes on Section B.

Answer ONE question. Write the number of the question you have chosen at the top of your answer.

This answer will be marked for writing. Plan your answer and write it carefully.

Leave enough time to check through what you have written.

Either

- 3** You have been asked to give a speech to your class on the following topic:

‘We must protect the planet for the future.’

Write the words of your **speech**.

[40]

Or

- 4** Describe the place you most like to go to and explain why you like being there.

[40]

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11

Write here the number of the question you have chosen

4

I Would must like to go to
new york because it has got the
big centre and the shopping would be
amazing i love the big house to
all my life i have wanted to
go to newyork and i cant because
~~am not old~~ i am
not old another yet.

Item Level Comment:

49 words. A little awareness of the task. Very limited sense of direction.



Assessment:	A680
Session:	June 2013
Question Paper:	A680/01 Information and Ideas
Examiner:	
Candidate No:	

Item	Mark	Included In Total
1a1	1.00	✓
1a2	1.00	✓
1b1	1.00	✓
1b2	1.00	✓
1b3	1.00	✓
1c	1.00	✓
1d	12.00	✓
2a	5.00	✓
2b	11.00	✓
3 W i_ii	23.00	✓
3 W iii	8.00	✓
4 W i_ii	Not Attempted	
4 W iii	Not Attempted	
Total Marks	65.00	

A680/01 Exemplar Script F

65 marks - Secure C grade in June 2013.

Answer **all** the questions in Section A and **one** question in Section B.

SECTION A – Non-Fiction and Media

You are advised to spend about one hour on Section A.

Question 1

Read carefully *Plastic Pollution* on page 3 of the Reading Booklet Insert. Then answer Questions 1a, 1b, 1c and 1d. These questions will be marked for reading.

- 1 (a) From paragraph one (beginning 'There is a vast whirling mass...'), state **two** facts about this area of the North Pacific.

Fact 1: This area is choked with dead fish, marine mammals, and birds. [1]

Fact 2: They have been killed by the masses of plastic rubbish swirling round and round. [1]

- (b) From paragraph two (beginning 'Some of these plastics...'), write down **three** things you learn about plastic.

1: Some of the plastics will not break down in the life time of the grandchildren of the people who threw them away. [1]

2: Plastics are useful to consumers, as they have the ability to withstand wear and tear. [1]

3: The ability to withstand wear and tear makes the plastics a problem in marine environments. [1]

- (c) From paragraph three (beginning 'Ten per cent of the one hundred million tonnes...'), state where most of the plastic in the sea comes from.

From land. [1]



4

- (d) Re-read the passage from **paragraph four** ('Take a walk along any beach...') **to the end** of the passage ('...they become nuisance species').

Outline what you learn about plastics being dumped into the sea and the dangers to marine life.

Use your own words as far as possible.

[14]

From this paragraph we find out that, wherever beach we walk along in the world, washed up onto the beach will be numerous plastics. Such as bags, bottles, containers^{and} polystyrene packing. These items are thrown into the sea by ships and on land. too

We learn that these plastics that are dumped into the sea, are broken down by sunlight and wave action. We learn that the plastics slowly break down into smaller and smaller particles.

The larger plastics however become a great danger to marine animals, which mistake them for food. Many animals are found dead due to the fact they have eaten something that has been dumped and broken down.

We learn a fact that over a million birds, marine mammals and sea turtles are killed each year either consuming these plastics or by getting trapped in plastic wire. The animals that swallow these dangerous plastics suffer and die a horrible death.



5

we learn that these plastics soak up
all the dangerous chemicals in the sea, so
the animals that feed on them will take
in the harmful pollutants.

plastics that float and travel can
affect marine systems, and sea organisms
can stick to them. These organisms can then
move along with the plastic and travel to
a new habitat where they will become a problem.

Item Level Comment:

Good OW. Good range of points. Clear understanding.



7

Question 2

Read carefully *Welcome To Our Magical Undersea World* on pages 4–5 of the Reading Booklet Insert. Then answer Questions 2a and 2b. These questions will be marked for reading.

2 (a) How do the following contribute to the effect of the leaflet on the reader?

- the headings and the Blue Planet Aquarium logo
- the photographs

[6]

~~Leaflets~~ Leaflets have many different aspects to them and many items on leaflets contribute to grabbing the reader's attention.

The heading is bright yellow and it's not boring and straight, it is curved pattern this makes it exciting and grabs your attention "welcome to our magical undersea world" welcomes you to the Aquarium and is very pleasant.

P The blue planet logo simply advertises the business, but is also exciting as the text jumps out at you and seems exciting which gives the effect that the Aquarium is exciting.

The photographs have a great impact on the reader, two of them show kids enjoying themselves, so it will show the reader that the aquarium provides great excitement for children. Also there are pictures of the sea creatures this gives the reader an example of what to expect.

Item Level Comment:

Some evidence of analytical comment.

8

- (b) How does the leaflet try to persuade you that the Blue Planet Aquarium is an enjoyable place for families to visit?

In your answer, you should write about:

- **information** given in the leaflet
- some of the **words** and **phrases** used.

Do **NOT** write about the headings, logo and photographs in your answer.

[14]

The leaflet is very persuasive in saying that the Blue Planet Aquarium is very family friendly and enjoyable.

The information given uses very emotive language "amazing range of animals" L It describes how great their range of animals is as they use emotive language such as "Amazing" L "from HUGE Sharks to tiny seahorses" the word "Huge" stands out as it is in capital letters in emphasises the size of the sharks and catches the readers attention.

It is repeated that they have "the world's largest aquariums" it is mentioned more than once so it is made very clear, it is persuasive as it is made clear that it is the largest in the world.

The information about the play area for children is very persuasive as listing is used as a technique to show the sheer amount of fun there is to be had.

The use of triples catches the readers attention "wide-winged rays" this describes the sharks rays and sands very impressively.

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9

The leaflet is very persuasive as it uses
mellow words to make the experience seem
calm and relaxing. "with relaxing chill out music" L
makes it sound very enjoyable.

The tone of it is very friendly
and inviting, it seems like a friend is
referring you to the aquarium.

It also uses a rhetorical question
to show the reader a more simple way to visit.
L "Why give when you can book your visit to Blue Planet?"
It makes you think and choose between two options
in your head, when the easier one is outlined.

Overall the leaflet is very persuasive as
the writer has used many techniques to make
it seem appealing and family friendly.

Item Level Comment:

Quality of analysis variable, but some understanding of text's purpose.
Appropriate supporting references.

10

SECTION B – Writing

You are advised to spend about 50 minutes on Section B.

Answer ONE question. Write the number of the question you have chosen at the top of your answer.

This answer will be marked for writing. Plan your answer and write it carefully.

Leave enough time to check through what you have written.

Either

- 3** You have been asked to give a speech to your class on the following topic:

'We must protect the planet for the future.'

Write the words of your **speech**.

[40]

Or

- 4** Describe the place you most like to go to and explain why you like being there.

[40]

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11

Write here the number of the question you have chosen

3

Our planet is dying! And we are the killers. We are helping this planet to be filled with pollution, using our cars on a daily basis just to go down to the shops, only a five minute walk, only a 1 minute drive, only a dead polluted planet. Why are we being lazy? we have legs so why not use them, reducing your carbon footprint makes a great impact on this world we live in. Respect it!

"leave switches on" we are wasting energy, if you are not watching the T.V or charging your phone, why is the plug still on? oh that's right. You're contributing to wasting energy, and destroying the atmosphere. It's only pushing a switch, it's only a little bit of energy, it's only heating up our earth.

Respect it! Our planet, our responsibility, if we don't respect our planet, and take care of it, we will not have a future. Our grandkids will live in a world full of CO₂ and living in the greenhouse effect. Life will be miserable. Ice caps will melt and life will not be worth living. If we do not protect our planet for the future, we are not protecting our future generations.

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Turn over



* 2858275711 *

Respect it!

Recycling it is simple, throw away precious materials gained from our earth so they can be reused. It is not a hard job, just simply separate plastics and metals. Re-use plastic bags.

Only re-using a plastic bag, only a new plastic bag, only a disposable roll of indecomposable plastic bags.

Respect it!

Our earth, our responsibility, we are responsible for what happens to our earth, should it die out or should it be respected and kept healthy. We as respectful humans should show consideration for this ~~world~~ earth we live on and be economically friendly. We should try and use less energy and waste less, only use what is needed. Don't keep the tap running, don't keep the radiator and don't keep the plug socket on. Try to think economically, only use what is needed, our planet, our home, our responsibility. Respect it!

We as the younger generation should make a habit of this, we should teach others, it is our responsibility to spread the word. Our planet is dying and we need to do something about it. Stop using your cars as a daily basis. Use public transport, we must make sacrifices for the future for our children's futures. The future of



13

our world is in our hands.

Respect it!

There is so much plastic pollution, people are
dumping materials into the ocean including
plastics, which get eaten by innocent creatures
who face death due to stupid actions. ^E ^E
we should understand how precious life is so
secure the future of our friends and their kids
I have spoken up, now it is your turn.

Respect it!

**Item Level Comment:**

Adapts form and style to suit audience and purpose. VG use of repetition. Sense of direction and organised into paragraphs for effect. Sentence separation insecure. Variety of errors.

Paper Total [80]

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* 2858275713 *

Assessment:	A680
Session:	June 2013
Question Paper:	A680/01 Information and Ideas
Examiner:	
Candidate No:	

Item	Mark	Included In Total
1a1	1.00	✓
1a2	1.00	✓
1b1	1.00	✓
1b2	1.00	✓
1b3	1.00	✓
1c	0.00	✓
1d	8.00	✓
2a	0.00	✓
2b	3.00	✓
3 W i_ii	Not Attempted	
3 W iii	Not Attempted	
4 W i_ii	10.00	✓
4 W iii	5.00	✓
Total Marks	31.00	

A680/01 Exemplar Script G

31 marks - F grade in June 2013.

Answer **all** the questions in Section A and **one** question in Section B.

SECTION A – Non-Fiction and Media

You are advised to spend about one hour on Section A.

Question 1

Read carefully *Plastic Pollution* on page 3 of the Reading Booklet Insert. Then answer Questions 1a, 1b, 1c and 1d. These questions will be marked for reading.

- 1 (a) From **paragraph one** (beginning 'There is a vast whirling mass...'), state **two** facts about this area of the North Pacific.

Fact 1: The area is choked with dead fish. [1]

Fact 2: They have been killed by masses of plastic rubbish swirling around. [1]

- (b) From **paragraph two** (beginning 'Some of these plastics...'), write down **three** things you learn about plastic.

1: plastic is useful [1]

2: plastic will not break down in the lifetime of grandchildren. [1]

3: plastic can withstand wear and tear. [1]

- (c) From **paragraph three** (beginning 'Ten per cent of the one hundred million tonnes...'), state where most of the plastic in the sea comes from.

ships, oil platforms [1]



4

- (d) Re-read the passage from **paragraph four** ('Take a walk along any beach...') to the end of the passage ('...they become nuisance species').

Outline what you learn about plastics being dumped into the sea and the dangers to marine life.

Use your own words as far as possible.

[14]

Anyway in the world washed ashore
will be many plastic bags, bottles
and containers, polystyrene packing,
pieces of fishing net and discarded
rope.

Sunlight and wave action will
break down plastic to smaller
pieces.

Larger items are eaten by seabirds
and other animals which mistake
it for prey.

Over a million seabirds and one
hundred thousand marine mammals
and sea turtles are killed each year
by swallowing plastics or getting
tangled in net and rope.

plastic can be a sponge that soaks
up the damaging pollutants in the
world's oceans.

floating plastic can be a marine
ecosystem providing a ready surface
for the organisms to live on.

Item Level Comment:

General understanding of a number of points. Some selective lifting.

7

Question 2

Read carefully *Welcome To Our Magical Undersea World* on pages 4–5 of the Reading Booklet Insert. Then answer Questions 2a and 2b. These questions will be marked for reading.

2 (a) How do the following contribute to the effect of the leaflet on the reader?

- the headings and the Blue Planet Aquarium logo
- the photographs

[6]

NAQ

Is a truly magical experience
from huge sharks to tiny seahorses.
They have a huge range of animals.
Our sharks are the biggest in the country.
Pictures in the leaflet are colourful.
After a long day of watching sharks
feed you're bound to feel peckish. Our
restaurant can cater for all
tasty treats.

Item Level Comment:

Overall best described as lacking relevance.



8

- (b) How does the leaflet try to persuade you that the Blue Planet Aquarium is an enjoyable place for families to visit?

In your answer, you should write about:

- **information** given in the leaflet
- some of the **words** and **phrases** used.

Do **NOT** write about the headings, logo and photographs in your answer.

I**[14]****NAQ**

They have a play area for kids.
The title is big, and people can
see it.

MR

leaflet tells you where it is,
and tells you where it is and
when it shuts, and when it
opens.

I

It shows you what you can do
there, and the places you can
go. It shows you the fish, starfish
and seals.

people can watch the times to swim
with the fish.

Item Level Comment:

Glancing references to the task. Almost complete misunderstanding of the task.



10

SECTION B – Writing

You are advised to spend about 50 minutes on Section B.

Answer ONE question. Write the number of the question you have chosen at the top of your answer.

This answer will be marked for writing. Plan your answer and write it carefully.

Leave enough time to check through what you have written.

Either

- 3** You have been asked to give a speech to your class on the following topic:

'We must protect the planet for the future.'

Write the words of your **speech**.

[40]

Or

- 4** Describe the place you most like to go to and explain why you like being there.

[40]

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11

Write here the number of the question you have chosen

4

plan - the beach

walk, water, sand, play, climb
rocks, ^{throw} through rocks into waterice cream, walk around edge of
cliffs, jump into water, surfing
peaceful, take dog onto beach

I went to the beach, and I went
in the water. The place is peaceful,
and you can sit on the beach
and make sandcastles. You
can walk along the cliff
edges, and you can go surfing
on the beach. You can take
your dog for a walk on the
beach. You can go arm jumping
and jump into the water. You
can walk along the edges of
the beach. You can play football,
beach ball, tennis, volleyball at
the beach. You can ride a beach buggy
on the beach.

**Item Level Comment:**

Very limited understanding of task. Simple repetitive sentence structures.

Assessment:	A680
Session:	June 2013
Question Paper:	A680/01 Information and Ideas
Examiner:	
Candidate No:	

Item	Mark	Included In Total
1a1	1.00	✓
1a2	1.00	✓
1b1	1.00	✓
1b2	0.00	✓
1b3	0.00	✓
1c	0.00	✓
1d	8.00	✓
2a	3.00	✓
2b	8.00	✓
3 W i_ii	18.00	✓
3 W iii	8.00	✓
4 W i_ii	Not Attempted	
4 W iii	Not Attempted	
Total Marks	48.00	

A680/01 Exemplar Script H

48 marks - D grade in June 2013.

Answer **all** the questions in Section A and **one** question in Section B.

SECTION A – Non-Fiction and Media

You are advised to spend about one hour on Section A.

Question 1

Read carefully *Plastic Pollution* on page 3 of the Reading Booklet Insert. Then answer Questions 1a, 1b, 1c and 1d. These questions will be marked for reading.

- 1 (a) From **paragraph one** (beginning 'There is a vast whirling mass...'), state **two** facts about this area of the North Pacific.

Fact 1: The area is choked with dead fish

[1]

Fact 2: They have been killed by the amount of plastic swirling around.

[1]

- (b) From **paragraph two** (beginning 'Some of these plastics...'), write down **three** things you learn about plastic.

1: The plastic does not break down in the lifetimes of the grandchildren who threw them away.

[1]

2: 10% of 100m tonnes of plastic produced each year ends up in the sea.

[1]

3: 20% of this is from ships and oil platforms.

[1]

- (c) From **paragraph three** (beginning 'Ten per cent of the one hundred million tonnes...'), state where most of the plastic in the sea comes from.

.....ships and oil platforms.....

[1]



4

- (d) Re-read the passage from **paragraph four** ('Take a walk along any beach...') to the end of the passage ('...they become nuisance species').

Outline what you learn about plastics being dumped into the sea and the dangers to marine life.

Use your own words as far as possible.

[14]

If you are on any beach in the nation you will find a mass amount of plastic, fishing equipment and various other things. Other materials such as cones, lighters and wheels of cars have ended the sea by strong winds and the sea itself. All items will be destroyed into smaller pieces and is enough pieces to be distributed to every beach in the nation.

Birds which have access to the sea eat rubbish in the sea which is mistaken for fish and other wildlife. These birds consume massive amounts of plastic which is the horrific cause of death. Also, species such as turtles are being found dead by consuming the deadly plastic as well.

Overall, plastic in the sea is the cause of deaths for millions of sea mammals and ~~and~~ sea life killed over a twelve month period. Other creatures are trapped as they are captured by the plastic wire.

However, plastic is not all bad as it absorbs many of the world's pollutants. This means that animals who eat the plastic have a high intake of toxic chemicals which is extremely harmful.

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5

The plastic which is bad on the sea affect ~~of~~ life
life. ~~Plants and animals can be be sent to~~

**Item Level Comment:**

Task generally addressed with a little misunderstanding and some repetition.

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7

Question 2

Read carefully *Welcome To Our Magical Undersea World* on pages 4–5 of the Reading Booklet Insert. Then answer Questions 2a and 2b. These questions will be marked for reading.

2 (a) How do the following contribute to the effect of the leaflet on the reader?

- the headings and the Blue Planet Aquarium logo
- the photographs

[6]

The headings are black and bold which stands out from the other text which means the reader is drawn to each individual passage. Also, the head line is yellow which welcomes the reader as it is a bright colourful colour. The photographs will draw the reader as it is part of the experience and will persuade them to go and see it for themselves. There are many pictures which represent the different amount of sights for the reader to see. Therefore this persuades them as the readers don't normally see this on a day to day basis. Words are used to attract the reader, 'you', 'Explore' are all used to make the reader feel involved. This creates a feeling of happiness and attraction.

Item Level Comment:

Some relevant though largely general comment.

8

- (b) How does the leaflet try to persuade you that the Blue Planet Aquarium is an enjoyable place for families to visit?

In your answer, you should write about:

- **information** given in the leaflet
- some of the **words** and **phrases** used.

Do **NOT** write about the headings, logo and photographs in your answer.

[14]

The information in the article is persuasive and attract the reader by its use of words. This makes the reader feel pleasant and welcome to the aquarium.

NAQ The colour ~~to~~ light blue welcomes the reader and suggests it a bright place to visit. It also ~~the~~ works as it is based from animals in the sea which means the colour links in very well. The writer of the article uses capitals through out the word 'HUGE' which emphasises the size of the sharks. It is an open

NAQ invite. 'Britain's biggest sharks want to swim with you'. This persuades the reader to go and do it. ~~So the~~

One passage singles out that ~~kids~~ kids love adventure and says it has an adventure park. This makes parents think that this is the place for their children to visit. **I**

I Also, Families would enjoy a day out as their children would be going on the play park after which would draw children with their bouncy castles and wobbling crocodiles. The article on a whole would persuade and hit out at any one as it is a positive and welcoming article that tells the reader that there is a lot to offer.



9

The describing words such as playful and poisonous makes the reader persuaded as they get the chance to see some of the world's exciting creatures and animals.

The article ~~for~~ includes question which makes them feel involved which will attract them tensiously.

Item Level Comment:

Some focus on the task. Some attempt at language. Limited information points. Fulfils all of Band 6 criteria plus some focus on task.

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10

SECTION B – Writing

You are advised to spend about 50 minutes on Section B.

Answer **ONE** question. Write the number of the question you have chosen at the top of your answer.

This answer will be marked for writing. Plan your answer and write it carefully.

Leave enough time to check through what you have written.

Either

- 3 You have been asked to give a speech to your class on the following topic:

‘We must protect the planet for the future.’

Write the words of your **speech**.

[40]

Or

- 4 Describe the place you most like to go to and explain why you like being there.

[40]

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11

Write here the number of the question you have chosen

3

Do ~~you~~ think it is right that we should live in a harmful atmosphere?

Carbon Dioxide levels are rapidly rising along with methane and many others! Oxygen ~~is~~ is like the ~~sup~~ dealer to us humans. It gives us life. However, That life we possess will be threatened as the amount of harmful gases that we horribly produce is trapping the heat in an atmosphere which is like trapping a wild tiger into a cage. It is restless! If we do not act the world will become a very dangerous place with more destructive disasters deteriorating the earth.

The way that people act and the way that people think is tragic. Recently a staggering 3% of the world are terrorist extremists which pose a massive threat in the future as they ~~recently~~ kill isolated innocent individuals which pose ~~not~~ no harm to the world. It is like letting a group of lions loose in a country. Is this necessary?

In order to prevent this they can be taught that from an early life that life is precious and teach them that what these terrorists do is completely wrong. Would you bring a child up and not tell it what

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12

is wrong? These people are deadly! Continuous
controversies are posed for when another tragedy is to
take place. 8% of men in LEDC's are men
who preach this toxic heart aches of extremists.

Also, Modern Society has to respect to any one and
something should happen to stop and prevent this from
getting worse in the near future. If children are continually
taught how to respect everyone, the world would be a
safer and much more greater pleasant place. Would you
like this? 70% of people speak to people without
respect at one point in their life and will live harshly to
not forgive them selves.

People are always enormously forgetful of how they
damage and destroy the planet. Litter dropping, Toxic waste
and many other things that are not terminated properly
can leave serious side effect upon the planet and will
affect our children and our children's children consequently
enormous.

We are humans and we must stick together in order
to pass all of the fear and distraught terror around
us!



13

I think that we all deserve to ^{live} ~~work~~ in a
nice respectful place where nothing will let us ~~down~~.
Also, we should stand together strong and ~~structural~~
when we face an outbursting outnumbered ~~operation~~.

Do you think it is right that we should live in a
fearful atmosphere?

Item Level Comment:

Attempts something ambitious, but some loss of control. Attempts to adapt form and style to suit audience and purpose.

Paper Total [80]

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