

GCSE

English Language

J351/01: Communicating information and ideas

General Certificate of Secondary Education

Mark Scheme for June 2023

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

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

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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>

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 RM 50% and 100% (traditional 50% 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, email or via the scoris messaging system.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the additional 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. Award No Response (NR) if:

- there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts

8. The RM **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 telephone, email or the scoris messaging system.











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:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- 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:** Appropriate scoris annotations here

| Annotation | Meaning |
|---|--|
|  | to indicate explanations and analytical comment |
|  | for explanations that are not fully clear |
|  | AO2 Good analysis/use of language |
|  | AO1/AO3 link or comparison |
|  | AO4 Evaluation |
|  | AO2 Structure |
|  | Omission/needs development/needs example |
|  | Blank Page |
|  | AO6 Expandable vertical wavy line: errors of punctuation/lack of fluency |
|  | AO6 Expandable horizontal wavy line: specific errors of spelling/grammar |

12. Subject-specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

Rubric Infringement

Candidates may infringe the rubric in the following way:

- answering two questions from Section B.

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

ASSESSMENT OBJECTIVES

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

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

WEIGHTING OF ASSESSMENT OBJECTIVES

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

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

USING THE MARK SCHEME

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

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

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

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will

encounter answers which fall outside the ‘target range’ of Level of Response Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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

INSTRUCTIONS TO EXAMINERS:**A INDIVIDUAL ANSWERS**

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

B TOTAL MARKS

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

| Question | | | Answer | Marks | Guidance |
|----------|---|--|---|-------|---|
| 1 | a | | <p>SKILLS: AO1i: <i>Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award one mark for the following:</p> <ul style="list-style-type: none"> • '(the) poorest (people)' or 'poor' but not 'philanthropic' | 1 | <p>Look at lines 1-6 Identify the word that describes the people Alexis Soyer visited.</p> <ul style="list-style-type: none"> • Accept poor or poorest as variations on the quotation. |
| 1 | b | | <p>SKILLS: AO1i: <i>Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award one mark each for one of the following:</p> <ul style="list-style-type: none"> • 'improve their morals' • 'render their dwellings more comfortable' | 2 | <p>Give two ways in which the philanthropic individuals have tried to help the poorest people.</p> <p>Accept:</p> <ul style="list-style-type: none"> • either a complete quotation • or an explanation in the candidate's own words. |
| 1 | c | | <p>SKILLS: AO1i: <i>Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • An explanation that conveys the idea that the poor need to be helped to make the most of the food they have. • For example, eat more healthily, or use the food they have more economically, or simply cook it better. • The explanation may be the quotation 'making the most' or the phrase make the most or a paraphrase of the quotation • Help with food not acceptable. | 1 | <p>Explain the help Alexis Soyer thinks that the poorest people still need.</p> <p>Accept:</p> <ul style="list-style-type: none"> • either a complete quotation • or an explanation in the candidate's own words. |

Question 2

Both texts are by writers who want to help people. What other similarities do these texts share? Draw on evidence from both texts to support your answer. (6 marks)

AO1ii: Select and synthesise evidence from different texts.

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

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

Question 2 Guidance

Give credit for answers that synthesise evidence from both texts. Higher level responses will draw together and synthesise perceptive ideas, using appropriate evidence from both texts. Lower level responses will make straightforward connections between points and use some relevant evidence. Give credit for the quality of the response and the skill shown in the ability to synthesise appropriate ideas and evidence. Higher level responses will draw on conceptual ideas whereas lower level responses will select and comment on more obvious features.

Candidates may refer to some of the following points:

- Both texts are about food or the importance of food – about people who feel sympathy - who want to help –
- Both texts describe how people could make better choices about food - if they listen to the experts
- Both texts are written by experts about food – refer to science – demonstrate specialised knowledge – show how experts get it wrong
- Both texts describe how people should learn more about the food they eat – should be taught about what to eat
- Both texts are based on personal experiences – both discuss the outcomes of their work
- Both feel better choices could make people happier / more joyful - healthier - more comfortable - morals = morale
- Both texts are based on research into the food that people were eating
- Both texts show that the importance of food is underappreciated – presents food in a 'positive' way
- Helping people is only acceptable if evidence is provided

Question 3

Look at lines 12-25. Explore how Gillian McKeith uses language and structure to persuade the reader to trust her advice. Support your ideas by referring to the text, using relevant subject terminology. (12 marks)

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

| | |
|--|--|
| 0 marks | <ul style="list-style-type: none"> No response or no response worthy of credit. |
| Question 3 Guidance | |
| <p>Give credit for answers that link aspects of language and structure with how she persuades the reader to trust her advice, supported by close and relevant reference to the text. Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text. Candidates must refer to the use of language and structure in their response. A response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels, as indicated in the level descriptors.</p> <p>Candidates may refer to some of the following points:</p> <p><i>McKeith begins with the metaphor of a 'journey' which began with the realisation of how her consumption of food affected her personally. The importance of this moment is emphasized by the repetition of the phrase 'That was when...'. The paragraph concludes with the key idea which is emphasised by the antithesis between what 'we eat' and what 'we are'.</i></p> <p><i>The next paragraph makes clear how unhealthy she was by listing the symptoms of 'headaches and body pains and spots on my face'. The list is introduced by alliteration in the phrase 'the long litany of health complaints'. The causes of her condition are broadened beyond her diet and emphasised through repetition in the phrase 'work too hard and play too hard'. There is also a subtle shift for her use of the pronoun 'I' to 'we' to establish a sense of shared experience with the reader.</i></p> <p><i>In the next paragraph she established her clinical expertise by drawing on the lexical field of medicine with words like 'clinic' and 'patients' which she associates with herself with the possessive determiner 'my'. There is a further shift in the use of the pronoun 'you' to directly address the reader, promising the benefits of using her plan in a three-part list of 'lose weight, stay slim and improve your health'. She assures the reader of success in the declarative clause 'You can really do it' which is made more emphatic by the use of the adverbial 'really. There is, however, a cautionary note in the final conditional clause 'if you follow my plan'.</i></p> <p><i>In the final paragraph McKeith returns to the metaphor of a journey in the phrase 'you have taken the first step on the road back' and uses comparative adjectives in a list of benefits 'slimmer, healthier'. She picks up her earlier use of a lexical field of medicine with an extended metaphor which contrasts two types of diet; one is like a 'drug' with associations of addiction and poor health and one is a 'prescription' with associations of medicine and good health. In a final touch she personifies reader's body by saying it will 'thank you' for following her plan. After a final note of warning in the conditional clause 'If I can educate you', she reiterates the benefits in another three-part list 'slim and happy and healthy'. She ends by using two pronouns to make a personal appeal 'just let me show you how'.</i></p> | |

Question 4

Both texts are just about the benefits to individual people of changing what they eat.' How far do you agree with this statement? In your answer you should: discuss what we learn about people changing what they eat; explain how far you agree that both texts are mainly about individual people changing how they eat; compare the ways the texts present the benefits of people changing what they eat. Support your response with quotations from Text 1 and Text 2. (18 marks).

SKILLS: Mark the response out of 12 marks (AO4) **and** out of 6 marks (AO3) using the two sets of level descriptors below; add the two marks together to award a total mark out of 18. Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.

| AO3 (6 marks) Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts. | | AO4 (12 marks) Evaluate texts critically and support this with appropriate textual references. | |
|--|---|---|---|
| Level 6 (6 marks) | <ul style="list-style-type: none"> A detailed, interwoven comparison which explores writers' ideas and perspectives and how they are conveyed. | Level 6 (11–12 marks) | <ul style="list-style-type: none"> A sustained critical evaluation demonstrating a perceptive and considered response to the statement and a full explanation of the impact of the texts on the reader. Comments are supported by apt, skilfully selected and integrated textual references. |
| Level 5 (5 marks) | <ul style="list-style-type: none"> A sustained comparison of writers' ideas and perspectives and how they are conveyed. | Level 5 (9–10 marks) | <ul style="list-style-type: none"> An informed critical evaluation showing a thoughtful response to the statement and clear consideration of the impact of the texts on the reader. Comments are supported by persuasive textual references. |
| Level 4 (4 marks) | <ul style="list-style-type: none"> A developed comparison of writers' ideas and perspectives and how they are conveyed. | Level 4 (7–8 marks) | <ul style="list-style-type: none"> A response with developed evaluative comments addressing the statement and some comments about the impact on the reader. Comments are supported by well-chosen textual references. |
| Level 3 (3 marks) | <ul style="list-style-type: none"> A clear comparison of writers' ideas and perspectives which begins to consider how they are conveyed. | Level 3 (5–6 marks) | <ul style="list-style-type: none"> A response with clear evaluative comments and some awareness of the impact on the reader. Comments are supported by appropriate textual references. |
| Level 2 (2 marks) | <ul style="list-style-type: none"> A response which identifies main points of comparison between writers' ideas and perspectives. | Level 2 (3–4 marks) | <ul style="list-style-type: none"> A response with straightforward evaluative comments and a little awareness of the impact on the reader. Comments are supported by some appropriate textual references. |
| Level 1 (1 mark) | <ul style="list-style-type: none"> A response which makes simple points of comparison between writers' ideas and perspectives. | Level 1 (1–2 marks) | <ul style="list-style-type: none"> A limited description of content. Comments are supported by copying or paraphrase. |

| | | | |
|--|--|--|--|
| 0 marks | <ul style="list-style-type: none"> No response or no response worthy of credit. | 0 marks | <ul style="list-style-type: none"> No response or no response worthy of credit. |
| Question 4 Guidance | | | |
| <p>This question assesses AO4 and AO3. AO4 is worth 12 marks and AO3 is worth 6 marks. The first two bullet points of the question prompt candidates to evaluate the text (AO4) and the third bullet point prompts candidates to compare the texts (AO3). Candidates may construct their answer in response to the bullet points in combination, and integrate their evaluative and comparative commentary throughout; this is a valid approach which may achieve the highest levels for AO4 and AO3. Give credit for critical evaluation of 'how far' the candidate agrees with the statement that the texts are powerful. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one text to be more powerful than the other. Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> | | | |
| Candidates may compare these points in response to AO3: <ul style="list-style-type: none"> Both texts discuss the benefits that individual people will gain from changing what they eat. Text 1, however, is more concerned with the moral benefits to people and society as a whole whereas Text 2 is more concerned with the benefits to the individual's health and physical appearance. Both writers present themselves as experts. In Text 1 Soyer has 'made a point of visiting the cottages and abodes of the poorest people generally' and in Text 2 McKeith wants the reader 'to benefit from my many years of research'. Both writers want the readers' respect. In Text 1, by 'improving the conditions of these classes', Soyer wants to prove that cooks can be 'a distinguished member of society. In Text 2 McKeith wants her individual reader to trust her – 'just let me show you how'. Both texts are about the benefits of people changing what they eat. Text 1 is about the benefits for 'the working classes' as a group of people who need help in 'making the most' of the food they eat. Text 2, on the other hand, is about helping individuals to 'lose weight, stay slim and improve your health'. Both texts are introductions to a cookbook. Text 1 is arguing the case for the benefits of treating cooking as 'culinary science' and 'high art' which should be 'properly developed. Whereas Text 2 is much more persuasive, encouraging the reader that 'You really can do it if you follow my plan'. Both texts present cookery as a science. Text 1 refers to cookery as 'culinary science' and regrets that 'men of science do not interest themselves more' in it. Text 2 compares McKeith's ideas about food as 'the correct prescription' for health issues caused by diet. | | Candidates may compare these points in response to AO4: <ul style="list-style-type: none"> In Text 1 Soyer has written his cookbook to improve the lives, not just of individual people, but of the poorest as a whole. Changing what they eat will make them 'more comfortable' and 'more moral and religious' which is good for the individuals but good for society too. He is writing to his sister about the working classes rather than addressing them directly. There are other benefits for society: more economic use of food supplies which will be 'increased by one third' and 'amicable <i>feeling</i>' which will lead to political, commercial and domestic transactions being more 'friendly'. Soyer will benefit too: he will feel 'delight' at improving the conditions of the working classes and hopes to prove thereby that cookery is a 'high art' with significant social benefits. In Text 2 McKeith is more interested in the individual health benefits of changing what people eat; they will become 'slimmer' and 'healthier'. She wants to persuade her reader to adopt the diet she has devised and addresses them directly, assuring them that they 'really can do it' if they follow her plan. McKeith approaches the reader on a personal level by sharing her own poor choices of food which caused 'a long list of health complaints' and contrasting that with the healthy choices her patients now make. Text 2 is very focused on what people eat whereas Text 1 is focused more on cooking and how people prepare and eat their food. | |

EITHER

5. Write a talk for parents advising them how to help their children eat healthier food.

You should:

- describe some difficulties children have with eating healthily
- explain the benefits of eating healthy food
- describe how to convince children to eat healthier food.

OR

6. 'That was when my journey began.'

Write an article for the magazine for young people to describe a moment when you changed your ideas about life.

You should:

- explain what you used to think about life before that moment
- describe the moment that changed your ideas
- explain how your life has changed since that moment.

SKILLS: Mark the response out of 24 marks (AO5) **and** out of 16 marks (AO6) using the two sets of level descriptors below; add the two marks together to award a total mark out of 40. Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.

| | | | |
|--|---|--|---|
| <p>AO5: <i>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</i></p> <p>AO5: <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</i></p> | | <p>AO6: <i>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i></p> | |
| <p>Level 6 (21–24 marks)</p> | <ul style="list-style-type: none"> • The form is deliberately adapted to position the reader, showing a sophisticated control of purpose and effect. (AO5) • Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. (AO5) <p>There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects. (AO5)</p> | | |
| <p>Level 5 (17–20 marks)</p> | <ul style="list-style-type: none"> • The form is confidently adapted and shows a secure understanding of purpose and audience. (AO5). • There is a sustained use of tone, style and register to fulfil the purpose of the task. (AO5) • There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects. (AO5) | | |
| <p>Level 4 (13–16 marks)</p> | <ul style="list-style-type: none"> • The form is adapted to show a clear understanding of purpose and audience. (AO5) • Tone, style and register are chosen to match the task. (AO5) • There is a well-managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect. (AO5) | <p>Level 4 (13–16 marks)</p> | <ul style="list-style-type: none"> • An ambitious range of sentence structures is used to shape meaning and create impact. • Accurate punctuation is used to enhance clarity and achieve particular effects. (AO6) • Vocabulary is precise and subtle, expressing complex ideas with clarity. • Spelling of irregular and ambitious words is accurate, with very occasional lapses. (AO6) |

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

Mark Scheme Assessment Objectives (AO) Grid

| Question | AO1 | AO2 | AO3 | AO4 | AO5 | AO6 | Total |
|---------------|-----------|-----------|----------|-----------|-----------|-----------|-----------|
| 1a | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 1b | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| 1c | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 2 | 6 | 0 | 6 | 0 | 0 | 0 | 6 |
| 3 | 0 | 12 | 0 | 0 | 0 | 0 | 12 |
| 4 | 0 | 0 | 6 | 12 | 0 | 0 | 18 |
| 5/6 | 0 | 0 | 0 | 0 | 24 | 16 | 40 |
| Totals | 10 | 12 | 6 | 12 | 24 | 16 | 80 |

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