GCSE (9–1)

English Language

J351/01: Communicating information and ideas

General Certificate of Secondary Education

Mark Scheme for November 2019

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

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

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

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Annotations: Appropriate RM Assessor annotations here

Annotation	Meaning
✓	to indicate explanations and analytical comment
✓?	for explanations that are not fully clear
DEV	Development of observation/argument
L	AO2 Good analysis/use of language
LNK	AO3 link or comparison
EVAL	AO4 Evaluation
S	AO2 Structure
^	Omission/needs development/needs example
BP	Blank Page
	AO6 Expandable vertical wavy line: errors of punctuation/lack of fluency
	AO6 Expandable horizontal wavy line: specific errors of spelling/grammar

1. **Subject-specific Marking Instructions**

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

Rubric Infringement

Candidates may infringe the rubric in the following way:

- answering two questions from Section B.

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

ASSESSMENT OBJECTIVES

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

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

WEIGHTING OF ASSESSMENT OBJECTIVES

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

			% of GCSE (9–1)				
	AO1	**AO2**	**AO3**	**AO4**	**AO5**	**AO6**	**Total**
J351/01 *Communicating Information and Ideas*	6.25	7.5	3.75	7.5	15	10	50%
J351/02 *Exploring Effects and Impact*	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 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 guide lines 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		***SKILLS:*** ***AO1i:*** *Identify and interpret explicit and implicit information and ideas.* Award **one** mark each for the following responses: • *A response that identifies the dog as of the Newfoundland breed* • *A response that explains that the dog has a 'good nature'*	**2**	**Look again at lines 1-4.** **What breed of dog does the writer write about and what made him different from other dogs?** The candidate may explain in their own words or use a quotation (which may be embedded in a sentence).
1	b		***SKILLS:*** ***AO1i:*** *Identify and interpret explicit and implicit information and ideas.* Award **one** mark for the following: • *(being judged) too quiet for his situation* • *He could not be made to understand that men could be otherwise than honest*	**1**	**Look again at lines 5-12.** **Give a quotation which shows the dog was not suitable for life on a ship.** Accept a quotation by itself or an embedded quotation.
1	c		***SKILLS:*** ***AO1i:*** *Identify and interpret explicit and implicit information and ideas.* Award **one** mark for **an** explanation which explains that they would not challenge a stranger or an unwelcome neighbour. Either of the following quotations by themselves are enough to earn a mark: • *The same fault accompanied him* • *He could not snarl at a stranger* • *He could not quarrel with a neighbour*	**1**	**Explain why his new master on land also rejected him.** The candidate may explain in their own words or use a quotation (which may be embedded in a sentence).

Question			Answer	Marks	Guidance
2			***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 similarities between **the relationship between dogs and human**, 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 similarities between **the relationship between dogs and human**. 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 similarities between **the relationship between dogs and human**. 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.	6	**Both texts describe the relationship between dogs and humans. What are the <u>similarities</u> in relationships between dogs and humans here? Draw on evidence from both texts to support your answer** 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: • *dogs are expected to work for humans* • *dogs are companions for humans* • *dogs are friendly towards humans* • *dogs will retaliate if treated badly* • *dogs are sometimes treated badly by humans* • *human qualities are attributed to dogs* • *the relationship between dogs and humans has changed*

Question			Answer	Marks	Guidance
3			***SKILLS:*** ***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.* Where the candidate's answer consistently meets the criteria, the higher mark should be awarded. **Level 6 (11–12 marks)** • 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)** • 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)** • 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.	12	**Look again at lines 10-28. Explore how Desmond Morris uses language and structure to show how the relationship between humans and dogs has developed over time.** Give credit for answers that link aspects of language and structure with how they are used to convey the good things about working in fast food, supported by close and relevant reference to the text. Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text. Candidates must refer to the use of language and structure in their response. A response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels, as indicated in the level descriptors. Candidates may refer to some of the following points: ***Language*** • *metaphor - cultural ailments.* • *emotive language - the hustle of modern urban living, conflicting compromises, simple innocence* • *metaphor - the dizzy whirlpool we refer to as civilisation.* ***Structure*** • *Contrast – the 'simple innocence' of dogs contrasted to the 'conflicting compromises' of humans* • *alliteration – 'companionship and care', 'agitated or apprehensive', 'conflicting compromises'* • *lists – 'guard our homes, protect our persons, aid our hunts, destroy our vermin and pull our sledges', 'pat, stroke or cuddle'* • *repetition – 'playful companions', 'loving companions', 'calming companions'/ too much tension and too much stress* • *antithesis – 'The work dog has largely been replaced by the pet dog'*

Question			Answer	Marks	Guidance
			Level 3 (5–6 marks) • 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)** • 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)** • 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** No response or no response worthy of credit.		

Question			Answer	Marks	Guidance
4			***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.	**12 (AO4)** **6 (AO3)** **18 (total)**	**'Both texts show how a relationship with humans is good for dogs as well as humans.'** **How far do you agree with this statement? In your answer you should:** **• discuss what both texts show us about dogs' relationships with humans** **• explain how far you agree that a relationship with humans is good for dogs** **• compare the ways the texts present the relationships between dogs and humans.** **Support your response with quotations from both texts.** 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. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one text to present **the benefits of the relationship with humans as better for dogs in one text than in the other.**

Question			Answer	Marks	Guidance
			AO3 (6 marks) *Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts.* **Level 6 (6 marks)** • A detailed, interwoven comparison which explores writers' ideas and perspectives and how they are conveyed. **Level 5 (5 marks)** • A sustained comparison of writers' ideas and perspectives and how they are conveyed. **Level 4 (4 marks)** • A developed comparison of writers' ideas and perspectives and how they are conveyed. **Level 3 (3 marks)** • A clear comparison of writers' ideas and perspectives which begins to consider how they are conveyed. **Level 2 (2 marks)** • A response which identifies main points of comparison between writers' ideas and perspectives. **Level 1 (1 mark)** • A response which makes simple points of comparison between writers' ideas and perspectives. **0 marks** No response or no response worthy of credit.		**Candidates may make the following comparisons for AO3:** • Both texts are written by scientists: the first uses and example to illustrate his theory; the second explains his theory. • Both texts try to evoke sympathy for dogs: the dog is Text 1 is described as "poor" with a "lank appearance"; the dogs in Text 2 are victims of "human stupidity or cruelty". • Both texts present human fondness for dogs: in Text 1 the dog's "affectionate behavior" wins over the family to care for him: in Text 2 the dogs' presence has a "calming influence". • Both texts present the relationship as contractual: when the dog fails as a guard dog in Text 1, it is left to starve in a port; in Text 2 the writer uses the metaphor of a "contract" or a "bargain" which tends to work in human's favour. • Both texts use dramatic language to describe the dog's reaction when humans mistreat them: in Text 1 the animal throws the child off its back with an "unceremonious thrust"; in Text 2 the dogs "turn on us and bite us". • Both texts present dogs as enjoyable companions: in Text 1 the dog is "pleased with the liberties taken with him by the children"; in Text 2 the dog is described as a "playful companion". Text 1 is anecdotal whereas Text 2 is a more general reflection on the relationship between dogs and humans. • Text 1 describes the individual characteristics of one dog whereas Text 2 describes the characteristics of dogs in general. • Text 1 uses dramatic language to describe the dog's loyalty – he would "plunge" into the sea whereas Text 1 uses more abstract language to describe the dogs as "loyal, trustworthy and reliable".

Question			Answer	Marks	Guidance
			AO4 (12 marks) *Evaluate texts critically and support this with appropriate textual references.* Where the candidate's answer consistently meets the criteria, the higher marks should be awarded. **Level 6 (11–12 marks)** • 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 (9–10 marks)** • 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 (7–8 marks)** • 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 (5–6 marks)** • A response with clear evaluative comments and some awareness of the impact on the reader. • Comments are supported by appropriate textual references.		**Candidates may evaluate these ideas for AO4:** The relationship with humans is sometimes good for dogs: • *Humans sometimes care for dogs. In Text 1 the boy provides food and shelter for the dog. In Text 2 the humans provide 'care and companionship' for the dogs.* • *Humans give dogs jobs to do. In Text 1 the dog is used to guard the ship. In Text 2 dogs perform a variety of jobs, 'guard our homes, protect our persons, aid our hunts, destroy our vermin and pull our sledges'.* • *Dogs' 'affectionate behaviour' creates a loving relationship. In Text 1 the dog has a good relationship with the boy's family. In Text 2 they are 'loving companions' who are 'unswervingly' loyal.* The relationship with humans is not always good for dogs: • *Humans are cruel to dogs. In Text 1 the dog is abandoned when it becomes clear that it is a poor guard dog. In Text 2 human 'stupidity' and 'cruelty' causes dogs to turn on humans.* • *Dogs need to work hard to gain human attention. In Text 1 the dog has to guard the ship and play with the children. In Text 2 there is a long list of jobs dogs need to do.* • *Humans get more out the relationship than dogs. In Text 1 the dog gets food and shelter but humans get a guard dog and playmate. In Text 2 the emphasis is all on the benefits to humans.*

Question			Answer	Marks	Guidance
5/6			**Level 2 (3–4 marks)** • 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 (1–2 marks)** • A limited description of content. • Comments are supported by copying or paraphrase. **0 marks** No response or no response worthy of credit.		EITHER

Question			Answer	Marks	Guidance
			SKILLS: ***AO5****: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.* ***AO5****: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.* Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.	**AO5 (24 marks)** **AO6 (16 marks)** **TOTAL 40 marks**	Write the words of a talk to advise pet owners how to make life more enjoyable for their pet and themselves. In your article you should: • explain what stops life with a pet being enjoyable • describe some of the ways to make life with a pet enjoyable for the pet and its owner • explain why these ways would make life enjoyable for the pet and its owner. **OR** Write an article for a travel magazine to describe your dramatic encounter with an animal. In your article you should: • explain where the encounter with the animal took place • describe what happened when you encountered the animal • explain what made the encounter so dramatic.

Question			Answer	Marks	Guidance
			Level 6 (21–24 marks) • 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) • 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) **Level 5 (17–20 marks)** • 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) **Level 4 (13–16 marks)** • 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) **Level 3 (9–12 marks)** • 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)		

Question			Answer	Marks	Guidance
			Level 2 (5–8 marks) • 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 1 (1–4 marks)** • 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) **0 marks** No response or no response worthy of credit.		

Question			Answer	Marks	Guidance
			SKILLS: ***AO6****: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.* Where the candidate's answer consistently meets the criteria, the higher mark should be awarded. **Level 4 (13–16 marks)** • 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)** • 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)** • 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)** • 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 with mostly accurate spelling of simple words. (AO6)		

APPENDIX 1

Mark Scheme Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	AO4	AO5	AO6	Total
1a	2	0	0	0	0	0	2
1b	1	0	0	0	0	0	1
1c	1	0	0	0	0	0	1
2	6	0	0	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**

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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