

Section B

Writing for audience, impact and purpose

Choose **one** of the writing tasks.

You should spend **about 1 hour** on this section.

In questions marked with an asterisk (*) you will be assessed on the quality of your extended response. You should plan and check your work carefully.

EITHER

5* Write the words of a speech to advise young people how to achieve success.

You should:

- describe what makes it hard for young people to achieve success
- advise young people how they can achieve success
- explain how young people will realise they have succeeded.

[40]

OR

6* Write a letter to the editor of a newspaper to argue that people should not be judged on their appearance.

You should:

- describe how people are judged on their appearance
- explain why people are judged on their appearance
- argue why people should not be judged on their appearance.

[40]

Write the number of the question you have chosen to answer.

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Oxford Cambridge and RSA

Thursday 23 May 2024 – Morning

GCSE (9–1) English Language

J351/01 Communicating information and ideas

Insert

Time allowed: 2 hours

INSTRUCTIONS

- Use the Insert to answer the questions in Section A.
- Do **not** send this Insert for marking. Keep it in the centre or recycle it.

INFORMATION

- This document has **8** pages.

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English Language

J351/01: Communicating information and ideas

General Certificate of Secondary Education

Mark Scheme for June 2024

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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**.

SECTION A: Reading Information and ideas

Question			Answer	Marks	Guidance
1	a		SKILLS: AO1i: Identify and interpret explicit and implicit information and ideas. Award one mark for the following phrase: <i>I went to school ... (until I was about 11 or 12 years of age)</i>	1	Give one phrase that shows that Joseph Carey Merrick was like other children when he was younger. Accept a direct quotation of the relevant phrase only.
1	b		SKILLS: AO1i: Identify and interpret explicit and implicit information and ideas. Award one mark for the following phrase: <i>(the greatest misfortune of my life ...namely) the death of my mother</i>	1	Give one phrase that explains what Joseph Carey Merrick's greatest misfortune was. Accept direct quotation of the relevant phrase only.
1	c		SKILLS: AO1i: Identify and interpret explicit and implicit information and ideas. Award one mark each for any two of the following: <i>She had children of her own</i> <i>Merrick was not as 'handsome' as her own children.</i> <i>Merrick had a 'deformity'</i>	2	Explain two reasons why Joseph Carey Merrick's stepmother made his life a misery. The response must use evidence from lines 1-10 only. Accept either a quotation or an explanation in the candidate's own words.

Level 3 (9–12 marks)	- The form is sustained and shows clear awareness of purpose and audience. (AO5) - Tone, style and register are 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)	- 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)	- 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)	- 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)	- 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)	- 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	No response or no response worthy of credit.	0 marks	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	1	0	0	0	0	0	1
1c	2	0	0	0	0	0	2
2	0	0	6	0	0	0	6
	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

WEIGHTING OF ASSESSMENT OBJECTIVES

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

	% of GCSE (9–1)						Total
	AO1	AO2	AO3	AO4	AO5	AO6	
J351/01 <i>Communicating Information and Ideas</i>	6.25	7.5	3.75	7.5	15	10	50%
J351/02 <i>Exploring Effects and Impacts</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.

INSTRUCTIONS TO EXAMINERS:**A INDIVIDUAL ANSWERS**

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B TOTAL MARKS

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Question 1 is about **Text 1**, *Paradise* by Abdulrazak Gurnah.

1 Look at lines 1-5.

- a) Give **three** words or phrases that show what the dogs do at night (**3 marks**)
 b) Explain how the dogs woke up Yusuf (**1 mark**)

Question		Answer	Marks	Guidance
1	(a)	Award one mark for any of the following up to a maximum of three marks: • '(they were) plagued (by dogs)' • '(dogs which) roamed (the dark streets)' • '(The dogs) roamed (in packs)' • 'loping (and alert)' • (as they) scuffled (in shadows and thickets) or • '(their) scuttling (paws on the road)' • '(they) ran (past)' • (four dogs) standing immobile (across the road from them)	3	Accept: • minor slips in copying • The following two answers offered on the same line together for two marks: (1) "They were plagued by dogs which roamed the streets" (2) "The dogs roamed in packs, loping and alert." (3) "loping and alert as they scuffled in shadows and thickets" Do not accept: • Quotations that offer more than two answers on the same line e.g. "The dogs roamed in packs, loping and alert as they scuffled in shadows and thickets." Award zero marks for this. • "roamed in the dark streets" or "roamed in packs" if "roamed" is offered alone
1	(b)	Award one mark for one of the following: • "(Yusuf was woken by their) scuttling paws (on the road)." • Any sentence including the phrase "scuttling paws" that answers the question • any explanation in own words that could be reasonably inferred from the passage e.g. 'Their movements/noises/ sounds wake him up'.	1	