

Question	Answer	Marks
1	<p><b><u>Write an article</u> for young people about outdoor learning.</b></p> <p><b>In your article you should:</b></p> <ul style="list-style-type: none"> <li>• <b>evaluate the ideas, opinions and attitudes given in both texts</b></li> <li>• <b>give your own views about whether or not an outdoor education for children and young people is feasible or desirable.</b></li> </ul> <p><b>Base your article on what you have read in <u>both</u> texts, but be careful to use your own words. Address both of the bullet points.</b></p> <p><b>Write about 250 to 350 words.</b></p> <p><b><u>Up to 15 marks are available for the content of your answer, and up to 25 marks for the quality of your writing.</u></b></p> <p>Notes on task:</p> <p><b>Responses <i>might</i> use the following ideas:</b></p> <p><b>Text A</b></p> <ul style="list-style-type: none"> <li>• current education system is too concerned with results / technology / methods</li> <li>• current system fails children who don't do well</li> <li>• can cause mental illness</li> <li>• 'wilderness' is restorative</li> <li>• nature is tangible, less abstract</li> <li>• new approach isn't expensive</li> <li>• nature-based learning can improve range of skills and attitudes</li> </ul> <p><b>Text B</b></p> <ul style="list-style-type: none"> <li>• many parents in favour of outdoor schooling</li> <li>• parents not willing to do it themselves / think school should provide outdoor learning</li> <li>• evidence for more greenery in education is there</li> <li>• outdoor learning excludes some children</li> <li>• raises problems of access / resources / continuity</li> </ul>	40

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1	<p style="text-align: center;"><b><u>Possible evaluation points</u></b></p> <ul style="list-style-type: none"> <li>• no system will suit every child / inclusive education essential, can't leave some out</li> <li>• costing and practicalities unrealistic / idealistic</li> <li>• may not give children real-world skills / desirable qualifications</li> <li>• new technology is vital but useless outdoors / break from technology beneficial</li> <li>• safety issues for children / difficult to supervise young / parents anxious</li> <li>• shy / anxious children will be uneasy in classroom or outdoors</li> <li>• don't need school for outdoors experience / parents can take the initiative</li> <li>• need rigorous teaching to equip pupils properly / outdoor learning a distraction</li> <li>• not all students enjoy the outdoors / benefits for physical health</li> <li>• depends on implementation whether it works / could have huge consequences for unclear gains</li> <li>• weather varies depending on where you live / no equality of opportunity</li> <li>• changing systems is always risky</li> <li>• universities are / are not just looking for the top academic performers.</li> </ul>	

**Marking criteria for Section A Question 1****Table A, Writing**

Use the following table to give a mark out of 25 for writing.

<b>Level</b>	<b>Marks</b>	<b>Description</b>
6	<b>22–25</b>	<ul style="list-style-type: none"> <li>Highly effective style capable of conveying subtle meaning. (W1)</li> <li>Carefully structured for benefit of the reader. (W2)</li> <li>Wide range of sophisticated vocabulary, precisely used. (W3)</li> <li>Highly effective register for audience and purpose. (W4)</li> <li>Spelling, punctuation and grammar almost always accurate. (W5)</li> </ul>
5	<b>18–21</b>	<ul style="list-style-type: none"> <li>Effective style. (W1)</li> <li>Secure overall structure, organised to help the reader. (W2)</li> <li>Wide range of vocabulary, used with some precision. (W3)</li> <li>Effective register for audience and purpose. (W4)</li> <li>Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)</li> </ul>
4	<b>14–17</b>	<ul style="list-style-type: none"> <li>Sometimes effective style. (W1)</li> <li>Ideas generally well sequenced. (W2)</li> <li>Range of vocabulary is adequate and sometimes effective. (W3)</li> <li>Sometimes effective register for audience and purpose. (W4)</li> <li>Spelling, punctuation and grammar generally accurate though with some errors. (W5)</li> </ul>
3	<b>10–13</b>	<ul style="list-style-type: none"> <li>Inconsistent style, expression sometimes awkward but meaning clear. (W1)</li> <li>Relies on the sequence of the original text. (W2)</li> <li>Vocabulary is simple, limited in range or reliant on the original text. (W3)</li> <li>Some awareness of an appropriate register for audience and purpose. (W4)</li> <li>Frequent errors of spelling, punctuation and grammar, sometimes serious. (W5)</li> </ul>
2	<b>6–9</b>	<ul style="list-style-type: none"> <li>Limited style. (W1)</li> <li>Response is not well sequenced. (W2)</li> <li>Limited vocabulary or words/phrases copied from the original text. (W3)</li> <li>Limited awareness of appropriate register for audience and purpose. (W4)</li> <li>Persistent errors of spelling, punctuation and grammar. (W5)</li> </ul>
1	<b>1–5</b>	<ul style="list-style-type: none"> <li>Expression unclear. (W1)</li> <li>Poor sequencing of ideas. (W2)</li> <li>Very limited vocabulary or copying from the original text. (W3)</li> <li>Very limited awareness of appropriate register for audience and purpose. (W4)</li> <li>Persistent errors in spelling, punctuation and grammar impede communication. (W5)</li> </ul>
0	<b>0</b>	<ul style="list-style-type: none"> <li>No creditable content.</li> </ul>

**Table B, Reading**

Use the following table to give a mark out of 15 for reading.

<b>Level</b>	<b>Marks</b>	<b>Description</b>
6	<b>13–15</b>	<ul style="list-style-type: none"> <li>• Successfully evaluates ideas and opinions, both explicit and implicit. (R1, R2, R3)</li> <li>• Assimilates ideas from the text to give a developed, sophisticated response. (R3, R5)</li> </ul>
5	<b>10–12</b>	<ul style="list-style-type: none"> <li>• Some successful evaluation of ideas and opinions, both explicit and implicit. (R1, R2, R3)</li> <li>• A thorough response, supported by a detailed selection of relevant ideas from the text. (R3, R5)</li> </ul>
4	<b>7–9</b>	<ul style="list-style-type: none"> <li>• Begins to evaluate mainly explicit ideas and opinions. (R1, R2, R3)</li> <li>• An appropriate response that includes relevant ideas from the text. (R3, R5)</li> </ul>
3	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Selects and comments on explicit ideas and opinions. (R1, R2, R3)</li> <li>• Makes a general response including a few relevant ideas from the text. (R3, R5)</li> </ul>
2	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Identifies explicit ideas and opinions. (R1, R2, R3)</li> <li>• Makes a limited response with little evidence from the text. (R3, R5)</li> </ul>
1	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Very limited response with minimal relation to the text. (R1, R2, R3, R5)</li> </ul>
0	<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable content.</li> </ul>