

# Candidate Marks Report

*Series : 6 2018*

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

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Centre No :	Assessment Code :	J351
Candidate No :	Component Code :	01
Candidate Name :		

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## Section A

## Reading information and ideas

Answer all the questions in Section A.

You are advised to spend **one** hour on this section.

Question 1 is about **Text 1**, *Walden, or Life in the Woods* by Henry David Thoreau.

Look again at lines 1–3.

- 1 (a) Where did Thoreau find the two ants?

On his wood pile

[1]

- (b) Explain **two** ways in which the two ants were different from each other.

One was red while the other was black, and the black ant was much larger than the red one

[2]

- (c) Explain what the word 'incessantly' suggests about the way they fought.

They fought non-stop and continuously

[1]



Question 2 is about **Text 1**, *Walden, or Life in the Woods* by Henry David Thoreau and **Text 2**, *Journey to the Ants* by Bert Holldobler and Edward O. Wilson.

2 Both texts describe experiences of the natural world.

What are the **similarities** between these experiences of the natural world?

Draw on evidence from **both** texts to support your answer.

Both texts ~~can~~ detail <sup>experiences which make</sup> ~~how~~ a person ~~the~~ <sup>becomes</sup> enthralled by ~~the~~ <sup>the</sup> natural world and its inhabitants. Text 1 is about a poet who observes a 'war' between two races of ant which made him 'excited even as if they were men' and 'harrowed by witnessing the struggle... before ~~my~~ his door' for the rest of the day', while Text 2 ~~is about~~ shows Bert ~~was amazed at an ant colony~~ 'riveted' by an ant colony, expressed in the exclamations 'What an exotic and beautiful world! How complete and well formed!'. Both texts also Their experiences also specifically concern ants, or at ~~at least~~ make specific mention of them. Text 1's experience is about 'a war between two races of ants' while Text 2's experience ~~is about~~ mentions how Bert ~~was~~ ~~there~~ saw a colony of large carpenter ants. Finally, both experiences have ~~the~~ the person admiring the human qualities of the observed creatures. Text 1 constantly personifies the ants, comparing ~~their~~ his wood-pile to a 'battleground' with the dead and the dying', and describing in detail the red ant's thoughts using ~~a~~ the pronoun 'he', like he saw this unequal combat. [6]



Question 3 is about Text 2, *Journey to the Ants* by Bert Holldobler and Edward O. Wilson.

3 Look again at lines 13–29.

Explore how Wilson uses language and structure to show Bert's growing fascination with the natural world.

Support your ideas by referring to the text, using relevant subject terminology. [12]

Wilson ~~uses~~ shows Bert's growing fascination with the natural world by ~~des~~ illustrating what Bert sees in detail, depicting the growth of ~~the fascination~~ ~~of the~~ Bert's fascination of the natural world throughout the text and ending the text with a statement demonstrating his desires to continue with his obsession.

Wilson describes in detail the ant colony that Bert sees in order to demonstrate to the reader what ~~Bert made~~ Bert fascinated with the natural world and how Bert feels about it. ~~He uses~~ He uses descriptive adjectives <sup>and adverbs</sup> and personification to make the ants interesting, ~~by~~ such as 'the shiny blackish-brown worker ants, 'rushed frantically', 'grublike larvae', 'cocoon-encased pupae' and 'subterranean channels', and the verbs 'seize and carry' gives a sense that the ants are human-like in their actions. ~~This gives the~~ In addition, the detail '(Their immature sisters)' adds more depth to what ~~was~~ Bert sees and ~~as~~ also makes their actions more significant. ~~All~~ All this creates a vivid image of the scene



and makes us fascinated like Bert is. The exclamations 'What an exotic and beautiful world!' and 'How complete and well formed!' gives the reader insight into what Bert is thinking at the time and demonstrates his intrigue clearly. This ~~at the~~ scene is put at the beginning of the section to illust

The Wilson also shows us the gradual ~~take~~ growth of Bert's interest throughout the section. In the beginning, he shows the seeds of fascination being sown in Bert's mind by the colony of ants in order to make us understand what set him on his path. ~~to~~ then, he uses <sup>long</sup> a list of the pets Bert collects to illustrate how deep his obsession became after the war, and ~~it~~ it starts with something known (dogs) and ends with an exotic animal (axolotl). This shows ~~to~~ us how ~~is~~ interested he is as he is willing to keep exotic keeps exotic animals in his home, something which would be a hassle to achieve, ~~and~~ and thus how determined he is to ~~in~~ pursue his interest. The description of a human flea as 'a guest of special honour' illustrates how highly Bert sees animals and further grows his fascination. The next paragraph starting with 'above all' highlights that his obsession has reached a peak, and the list of ~~at~~ what Bert ~~d~~ elaboration on



Question 4 is about **Text 1**, *Walden, or Life in the Woods* by Henry David Thoreau and **Text 2**, *Journey to the Ants* by Bert Holldobler and Edward O. Wilson.

4 'Both texts powerfully describe how people can be affected by the natural world.'

How far do you agree with this statement?

In your answer you should:

- discuss the impact of the natural world in each text
- explain how far the natural world can change people's lives
- compare how the writers present the effects of the natural world.

Support your response with quotations from **both** texts.

[18]

~~While both I do agree that~~ Both texts powerfully describe how people can be affected by the natural world. ~~Both texts differ~~ by illustrating how impactful the natural world is, how far it can change people's lives and by describing the ways that the natural world impacts a person. However, both texts go about it in different ways, and both texts have different views on how important and lasting the impact from the natural world is on their life.

Both texts illustrate the impact of the natural world in different ways. Text 1 does this by describing the writer's emotions and thoughts throughout the text. The author constantly compares the battle to human conflict, and even ventures to say that this battle surpasses human ones, as 'human soldiers never fought so resolutely.'



See continuation  
see cont. sheet 7 booklet 48

and there is not a fight recorded in history... that... [compares] to this... and his own emotions are described multiple times throughout the text, as he is 'surprised' when he first sees the battle, and then 'excited even as if [the ants] were had been men', then at the very end 'his feeling [were] excited and harrowed by witnessing the struggle.

Text 2, meanwhile, also describes Bert's emotions and thoughts by exclamations ('What an Exotic and beautiful world!') and ~~vocabulary~~ of a ~~lexical~~ vocabulary connoting wonder and excitement, such as 'great apparition' 'revealed itself for an instant' 'magically' and 'strange beyond imagination' to ~~illustrate~~ describe to us and evoke ~~the~~ the impact that Bert feels. However, the text goes on to instead describe how the natural world impacts Bert's actions and hobbies, such as 'His home was filled with pets' followed by a long list of said pets, and the detailed depiction of Bert's hobby of keeping ants ('gathered live colonies... studied them... learning the local species... drawing... observing') and then adds to it by stating 'on top of everything else he collected butterflies and bees' to illustrate how deeply the natural world has impacted him, as his 'enthusiasms bubbled over'.



Both texts also differ in the length of time the impact lasts. ~~While~~ Text 1, ~~for example~~ lasts over a span of around half-an-hour, and mainly describes the ants' conflict and the author's emotions and thought at the time. ~~So~~ ~~fact~~ The text starts with 'one day', implying that this text is a random occurrence and so that the events in the text ~~are~~ last within a short frame of time, and the phrase near the end 'for the rest of the day' indicates that, though the impact of the ~~be~~ natural world is strong, it is short-lived ~~and~~ and confined to a single day, represented by the beginning ('one day') and the end ('for the rest of the day')

Text 2, however, has the impact last over a ~~is~~ much longer period of time. In the beginning of the ~~sentence~~ text, the words 'childhood pleasures' implies that the impact started at a very young age, and the ~~the~~ phrase 'entered the study of insects' indicates that their impact will last throughout their life. Later on in the text, the time qualifier 'after the war' indicates ~~as~~ time passing and the impact still remaining, demonstrating the long lasting nature of the impact, and the phrase 'the die was cast' gives the reader a sense that





## Section B

## Writing for audience, impact and purpose

Choose **one** of the following writing tasks.

You are advised to spend **one** hour on this section.

In this section you will be assessed on the quality of your extended response, these questions are marked with an asterisk (\*). You are advised to plan and check your work carefully.

## EITHER

- 5 Write a post for an online forum for young people about 'A moment that changed my life'.

In your post you should:

- describe the moment in detail
- explain your thoughts and feelings about that moment
- comment on what made that moment so important for you.

[40]\*

## OR

- 6 You are giving a talk at a parents' information evening about why all children should study science at school. Explain your views.

In your talk you should:

- explain why some people think that all children should study science at school
- consider why other people might think that not all children should study science at school
- express your own opinion about all children studying science at school.

[40]\*

6) ~~Parents~~ Ladies and Gentlemen. Good Evening.  
 Tonight, I would like to talk to you about why all children should study science at school.

Science has become very important in our lives. From something as simple as the water we drink, which ~~is~~ can be rendered ~~safe~~ to drink ~~the~~ potable thanks to science, to the smart phones in our pockets, ~~treated and~~



By which science created by hundred of innovations in the past and discoveries in the past centuries, science's effects ~~have~~ can be seen all around us. ~~This paper~~ The importance of science means that it should be taught to our children, yet still some object to this, thinking it is a waste of time. This talk shall hopefully convince those who disagree that science is ~~very important for~~ ~~needed~~ to be taught to all students at school.

Firstly, it ~~encourages~~ allows children to appreciate the wonders of the natural and ~~world and also~~ the artificial ~~one~~ world. By showing our children how, say, leaves ~~use~~ use sunlight to turn the ~~air~~ ~~we~~ breath in ~~and~~ ~~the~~ ~~wa~~ carbon dioxide we exhale and the water we drink into ~~food~~ glucose in plants and fruits, we can implant the seeds of fascination and ~~our~~ amazement in our children. We can broaden and narrow their perspective to see the world in more ways, from the microscopic world of atoms and molecules to the ~~universal~~ macroscopic world of planets and ~~of~~ galaxies! Surely this would intrigue them? To see the world as never before, that cannot be seen with the human



eye?

Science also encourages our children to think critically and skeptically about statements asserted by others, and thus ~~a~~ protects them from lies asserted by others without evidence. ~~Science is not just a~~ The scientific method illustrates that ~~is~~ the idea that, when there is a hypothesis, ~~or~~ a statement of a relationship between two factors, we must test it rigorously ~~or~~ using observations and experiments and, if it does not hold up to scrutiny, we must discard it. By imparting these skills to our children, we are preparing them for a world of opposing views and opinions, and ensuring that they can ~~do~~ choose the right views and dismiss the wrong ones. If, say, a ~~major~~ spokesperson on TV states that climate change is not occurring artificially, our children can now understand why he is wrong, and they can test his hypothesis using data and observations and reject it in their minds. This is a powerful tool that will become useful not just in science, but in law, economics, and even in the humanities like English analysis!

Finally, science ~~arms~~ our children



With knowledge they can apply to by teaching science to our children, we are giving them ~~to the~~ options ~~to~~ for access to higher education and well-paid jobs. ~~Harvard in~~ Medicine, notoriously a field of well-paid jobs, requires ~~the~~ ~~the~~ knowledge of biology and chemistry, and by teaching them to our children when they are young, we can give them a good foundation to build on when they pursue further studies in Oxford or Cambridge. Surely ~~if~~ you want your kids to succeed ~~some~~ in prestigious universities and beyond? A science degree ~~gives you pre~~ earns you respect from ~~those who~~ others. A liberal arts degree? ... not so much.

Some might say that teaching science to all children at school is not a good idea because the facts that are learnt at school are not essential to ~~live~~ to live in society. They may state that knowing ~~how~~ <sup>what</sup> Brownian Motion is (The ~~random~~ movements of large particles <sup>like pollen</sup> caused by random collisions by smaller particles like water, by the way) does not help you when you are, say, in an office. But I say to them, have you not seen how ~~a~~ prevalent science is in our life?



I talked about this already at the beginning of this talk, but ~~at least~~ you will find that ~~such~~ knowledge of science can and will help you in life. For example, you will know ~~how~~ what sort of food you ~~with~~ should buy to stay healthy because you can read the nutritional facts on packaging and also the ingredients list. You can know what your doctor is saying to you because you have basic biological knowledge of the human body. And you might ~~just~~ ~~be~~ ~~able~~ ~~to~~ ~~put~~ ~~on~~ ~~a~~ ~~seat~~ ~~belt~~ ~~and~~ ~~avoid~~ ~~dying~~ ~~in~~ ~~an~~ ~~accident~~ be more willing to put on a seatbelt and avoid dying because you know how momentum works.

Overall, I believe that, because science is becoming more and more important <sup>with the world</sup> and it arms our children with ~~the~~ skills and knowledge needed to live ~~in~~ and process facts in life, and it opens up doors to a successful ~~life~~ job and good ~~at~~ higher education, we must help our children succeed by giving them the base on which they can grow in knowledge, and give them the opportunity to look at the natural world and say 'wow! I can't believe ~~there are little white blood cells in me~~ ~~and~~ ~~there~~ ~~are~~ ~~an~~ ~~entire~~ ~~defense~~ ~~system~~ ~~from~~ ~~part~~ ~~of~~ ~~me~~



there are plants which traps insects and slowly digest them alive! I thought that was only in Fantasy novels! That is amazing! :)

Thank you.





ADDITIONAL ANSWER SPACE

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

2: from afar and he sprang upon the blue warrior,  
while Text 2 calls the colony 'a society',  
a term usually reserved in everyday speech  
to human societies.

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Write here how many booklets you have used in total	1
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### 4 PAGE CONTINUATION BOOKLET

Write the information required clearly in the boxes above using capital letters.

Question Part

3	<p>The sentence 'Bert reptants' by describing how Bert reptants in a long list of actions such as 'gathered', 'studied', 'learning', 'drawing' and 'obsessing' illustrates how obsessed over the colony Bert is.</p> <p>Finally, the final sentences of the text is used by the Wilson to illustrate how set Bert has become on his fascination and the extent that his fascination has grown. The phrase 'his enthusiasm bubbled over' gives an impression that Bert is has gone past the point of no return with his obsession and thus <del>know</del> that he is now extremely fascinated with the natural world. The final sentence</p>
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This document consists of 4 pages

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Question Part

is a tricolon ~~illustrating that~~ which is due to the rule of three gives a sense of completeness to the journey and growth of Bert towards obsession and its growth, and the line 'the die is cast' gives the reader the sense that Bert is now, due to his obsession, fated to focus on a career of biology.

4) Bert is fated to take a career in ~~biology~~ biology due to the strength of the impact of the natural world on him.

Finally, both texts portray the natural world in different ways. Text 1 personifies the ants and their struggle and compares it to a 'battlefield'. The beginning of the text qualifies this conflict as very serious, as the ants 'never let go but struggled and wrestled and rolled incessantly', which reflects the ongoing and difficult nature of this struggle. The battlefield being 'strewn with the dead and dying' gives the reader a sense of horror and ~~interest~~ keeps the reader interested in this conflict, as it is a shocking statement for a 'minor' war between ants. Finally, the ants are themselves personified as 'combatants' and 'war veterans' and 'soldiers', and they are described using



Question Part

A masculine pronoun 'he' which is usually reserved for humans, ~~and~~ his thoughts and actions are described as human like ('he saw this unequal combat from afar' and 'he sprang upon the black warrior'); which impacts the reader and gives significance to the entire battle.

Text 2, meanwhile, while it does describe the white colony in a similar fashion by using ~~verbs~~ verbs that connote human-like actions (seize and carry) and giving their actions meaning by the parentheses ('their immature sisters'), ~~which makes them~~ the which means they are trying to protect their siblings, a very human action, focuses instead on the exotic and magical nature of ~~the~~ what Bert sees. As mentioned before, the description of the colony using words connoting wonder and magic (such as 'magically' and 'beyond imagination') ~~help~~ conveys the impact the colony had on Bert, and ~~the last in the re~~ ~~is~~ is also on Bert's actions ~~due~~ due to his obsessions, as mentioned before, as opposed to Text 1's focus on emotion and thoughts.

Overall, I agree with the statement that both texts describe how people can be affected



Question Part

by the natural world, but Text 1 only describes a momentary impact ~~which~~ which lasts for a day concerning the contemplation of the human-like nature of the ants' battle, while Text 2 describes a lifelong impact which started from childhood and continues to influence him to his career. Therefore, Text 2 more powerfully describes impact. Therefore, while Text 1 ~~describes~~ shows us the impact<sup>on</sup> and emotions of the ~~poet~~ writer in greater detail, Text 2 shows us not only the impact but also the actions derived from the impact and a much more long-lasting effect on Bert.

4 \* ~~He~~ the author ~~en~~ also ~~is~~ sees the ants who are fighting as ~~so~~ heroes in their own right, ~~as he says that the black ant guesses~~ that the black ant survives and a ~~kid~~ ~~is~~ would 'spend the remainder of his days in a rest home for war veterans', which implies that the author believes that the ~~ant~~ ~~deserves~~ it as he is a ~~so~~ ant-deserves to live in the rest home due to his efforts.

