

Mark Scheme November 2007

GCSE

GCSE English A (1203)

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1203/2F: The Craft of the Writer

SECTION A: MODERN POETRY

There are six questions in this section. You should answer ONE of them.

You should spend about 40 minutes on this question.

In Such a Time as This

Question Number	Question	Mark
1	<p>1. Look again at 'Yellow' (page 3) and 'Brendon Gallacher' (page 4) in which the writer presents a child's point of view.</p> <p>How does the writer show what the events presented mean to the child who is describing them?</p> <p>For each poem you should comment on:</p> <ul style="list-style-type: none">• what takes place and the effects on the child• the importance of the events, from the child's point of view• the use of language. <p>Support your answer with examples from the texts.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- the writer's presentation of the events
- the effect and significance of these to the child
- the writer's language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

Yellow

• The events

The yellow bird is let out
Mother is crying
Father is speaking fiercely on phone/remote

Brother is playing flute and ignoring others
Aunt Peggy tries to take over when she comes to stay
Aunt Peggy tries to force the daughter to eat
Mother is sick when grandmother comes
When grandmother goes, Mother is relieved, can eat

• Their importance to the child

She feels that the bird's flying makes her have dreams
She is aware of tensions and lack of communication, and she does not speak
She hates being forced to eat runny egg
She sympathises with her mother's relief when the grandmother leaves
The plate of food makes a deep impression on her

• The use of language

Reward all relevant examples of language and comments on its effectiveness, eg:
words evoking feelings
descriptive language (including colour words and bird imagery)
personification
changes in tone and mood.
use of direct speech
simile and metaphor

Textual Evidence

nest of hair
weeps into it (tea-towel)
barks at cowardly comrades

flute... chirping *not listening*
Don't be fussy! Get that down...

Shoves my head... runny egg-yolk
throws up in the bathroom
Shall we make a plate? Cheer ourselves up?

Flies alarmingly...budgies born in my curls

See above

Don't be fussy! Get that down
Cheer ourselves up?

Details at end

Brendon Gallacher

- **The events**

Makes up an imaginary friend of similar age

Builds up many details:

- nationality

- family

- appearance

Mother wants to invite Brendon to dinner,
but the child says he cannot come

Mother discovers there are no Gallachers

- **Their importance to the child**

She feels the need for an imaginary friend

She now has someone to confide in

She becomes afraid mother will discover
truth when she asks questions

Is more lonely when mother discovers truth

Realises the friend has to 'die'

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Contrast

Direct speech

Tone

Childlike language

Repetition

Textual Evidence

He was seven and I was six

Irish

Father... mum... family... poor

Spiky hair... flapping ear

He's got big holes in his trousers

There are no Gallachers at 24 Novar

My Brendon Gallacher

We'd talk about his family

No, no, I'd say

There never have been any Gallachers

He died then, my Brendon Gallacher

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

In applying the grid, bear in mind the need for the 'best fit' approach.

Question Number	Question	Mark
2	<p>Look again at 'Wherever I Hang' (page 11) and ONE other poem from <i>In Such a Time as This</i> which deals with a person facing new experiences.</p> <p>How do the writers show the effects of these experiences on those who faced them?</p> <p>For each poem you should comment on:</p> <ul style="list-style-type: none"> • what the new experience was • how it affected the person concerned • the use of language. <p>Support your answer with examples from the texts.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- how the writers present the new experiences
- their impact on the person facing the new situations
- the writers' language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

Wherever I Hang

Textual Evidence

- **The experience**
The move from the Caribbean...
... to England
She experiences life in the crowded city
She finds England very cold
- **Its effects on the person**
She realises she has to come to terms with
the change
She still feels nostalgia for her old home
She starts to feel further away from her
roots
She feels that society is more isolated/less
friendly
Loses her sense of belonging
Accepts the new way of living
- **The use of language**
Reward all relevant examples of language and comments on its effectiveness, eg:
Dialect forms
Humorous expression
Contrast
Colour
Simile

de sun...de humming bird
de misty greyness...
people pouring... Underground
de snow...de cold

I get accustom to de English life

I still miss back-home side
little by little...change my calypso ways

Never visiting nobody... clear warning

I don't know really where I belong
Wherever I hang me knickers...

NB: for the other poem, candidates may choose any ONE from the section *In Such a Time as This*, as long as a choice can be justified.

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

In applying the grid, bear in mind the need for the 'best fit' approach.

Identity

Question Number	Question	Mark
3	<p>Look again at 'Digging' (page 21) and 'Old Man, Old Man' (page 32).</p> <p>How do the two writers show the views of a son and daughter about their fathers' skills and interests?</p> <p>For each poem you should comment on:</p> <ul style="list-style-type: none">• the father's skills and interests• how the child thought and felt about these• the use of language. <p>Support your answer with examples from the texts.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- the way in which the fathers' skills and interests are portrayed
- the children's thoughts and feelings about these
- the writers' language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

Digging

- **The father's skills and interests**
A skilled digger
Liked to work on the land
Worked very hard
Had skilful technique
Liked the feel of freshly dug potatoes
- **The son's thoughts and feelings**
He had a strong sense of family traditions on the land/admired his father (and grandfather)
He sensed that the land was not his destiny
The pen would become his spade: a writing career, building on *his* strengths
- **The use of language**
Reward all relevant examples of language and comments on its effectiveness, eg:
Imagery - metaphors
Diction
Sound (onomatopoeia)
Movement

Old Man, Old Man

- **The father's skills and interests**
Loved such things as bottles with labels
Was keen on DIY
Used to be a man who loved his shed
Knew all about the nuts and bolts, etc
Excellent at drilling
Used to have sense of humour
Used to smoke regularly
- **The daughter's thoughts and feelings**
Daughter worried that he has no-one else to fend for him/is lonely
Feels he has become uninterested/apathetic

Is afraid he is now disconnected from family
Is upset that he has become helpless (which he hates)
Contrasts past with present
Daughter's desire to help

Textual Evidence

By God, the old man could handle a spade...
Among the flowerbeds
Straining rump
Stooping in rhythm...nestled on the lug
Loving their cool hardness

...just like his old man

But I've no spade to follow men like that
I'll dig with it...

Textual Evidence

Things in bottles... labels
a man who did-it-himself
lord once of shed...
Connoisseur...world authority
Dab hand with the Black and Decker
the jokes you no longer tell
timetabled cigarette

self-demoted... to washing up

television has no power...
surliness
pictures of disinherited children
Your helplessness

(throughout poem)
Let me find your hammer

- **The use of language**
Reward all relevant examples of language and comments on its effectiveness, eg:
words connected with do-it-yourself/control
enjambement
use of direct speech
second person address by narrator
tone and mood.
Metaphor and similes

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

In applying the grid, bear in mind the need for the 'best fit' approach.

Question Number	Question	Mark
4	<p>Look again at 'Mid-Term Break' (page 22) and ONE other poem from <i>Identity</i> which deals with events that suddenly change a person's life.</p> <p>How do the writers show the effects of such events?</p> <p>For each poem you should comment on:</p> <ul style="list-style-type: none"> • what the unexpected events were • how these events affected the person's life • the use of language. <p>Support your answer with examples from the texts.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- the events
- their effects
- the writers' language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

Mid-Term Break

- **The events**
Driven home from college
Learning of death of brother in accident

Reactions of the mourners in the house

Arrival of corpse

Visit to see the coffin
- **Their effects**
Vivid picture of dead boy and bedside scene
Makes him act in a 'grown-up' way, being treated as if older than he is
Remembers minute details

Recalls emotions and reactions of family
Struck by pathos of brother's young age
- **The use of language**
Physical description
Sound and sight
Use of time
Focus on individuals
His own feelings
Colour
Imagery

Textual Evidence

Start of poem
The bumper knocked him clear

Sorry for my trouble

Stanced and bandaged by the nurses
Lay in the four foot box.... poppy bruise

snowdrops and candles...
I was embarrassed...

Neighbours drove me home...

my father crying... Big Jim...the baby cooed
Four foot box, a foot for every year

NB: for the other poem, candidates may choose any **ONE** from the section *Identity*, as long as a choice can be justified.

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

In applying the grid, bear in mind the need for the 'best fit' approach.

Nature

Question Number	Question	Mark
5	<p>Look again at 'The Thought-Fox' (page 36) and 'The Flowers' (page 41).</p> <p>How does each writer give a vivid picture of someone looking at a natural scene (the writer in 'The Thought-Fox' and the mother in 'The Flowers')?</p> <p>For each poem you should comment on:</p> <ul style="list-style-type: none">• what it is that the person sees• what the person particularly notices• the use of language to make the scene come to life. <p>Support your answer with examples from the texts.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- the scene
- the significant and striking aspects of it for the writer and the mother
- the writer's language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

The Thought-Fox

- **The scene**
Night-time, quiet scene at start

Darkness of the night
The fox arrives
The fox moves through the snow
- **Particular features noticed by the writer**

Awareness/excitement that something is changing/happening
Notices the very deliberate repeated movements of the fox
Notices eyes of fox

Imagines the smell of the fox as it 'enters his head'
- **The use of language**
Reward all relevant examples of language and comments on its effectiveness, eg:
Alliteration
Enjambement
Metaphor - writing poetry/inspiration; fox/thought
Use of adverbs
Repetition

The Flowers

- **The scene**
Daughter picks flowers for her grandfather's grave
Simplicity of the ritual
Mother and daughter go to grave, daughter in front
Mother looks on at a distance at daughter
Girl placed them in special hole by the
Cleared the grave... dug a grave
Carefully arranged them
Tending site as mark of love
- **Particular features noticed by the mother**
Daughter's devotion
Her daughter's caring for the grave as she had not been doing
Detail of each painstaking act

Textual Evidence

Midnight moment's forest ... clock's loneliness
I see no star
Something... is entering the loneliness
fox's nose touches twig, leaf... Sets neat prints in the snow...

Something... is entering the loneliness

Now... now...and now

Deepening greenness, brilliantly, concentratedly
Sudden sharp hot stink... dark hole of the head

Textual Evidence

Handfuls of the wild flowers... grandfather liked best
Piled... in basket... empty jamjar
Like a little dog I followed her

She cleared... she arranged...scraped
Cleared the grave... dug a shallow hole

...to look their best
Scraped the moss from the stone

Throughout
Scraped the moss... see whose grave

Throughout

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Religious imagery

Direct speech

Tone and mood

Active verbs for tending grave

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

In applying the grid, bear in mind the need for the 'best fit' approach.

Question Number	Question	Mark
6	<p>Look again at 'The Storm' (page 42) and ONE other poem from <i>Nature</i> in which events create suspense.</p> <p>How do the writers show the mounting sense of drama and tension?</p> <p>For each poem you should comment on:</p> <ul style="list-style-type: none"> • the ways in which the natural events are described • what thoughts and feelings these create • the use of language. <p>Support your answer with examples from the texts.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- the description of the events
- how tension and drama are created
- the writers' language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

The Storm

- Events

The storm gradually builds in intensity:

Build-up of the waves

Sound of wind

Movement

Rain

Increase of wind

Thunder

Increased rain

Hurricane

Activities of the people:

Take to their houses

Stay indoors

Play cards

Take to their beds

Drama and tension

Fear at start of poem

People retreat to houses

Anticipation/dread as storm approaches

Listen to storm, hoping it will soon be over

Aware of the storm's moods

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Ominous build-up

Descriptions of sea

Sound: wind, thunder

Onomatopoeia

Alliteration and assonance

Dramatic verbs

Rhetorical question

Words expressing feelings

NB: for the other poem, candidates may choose any **ONE** from the section *Nature*, as long as a choice can be justified.

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

In applying the grid, bear in mind the need for the 'best fit' approach.

Textual Evidence

Ominous lapping

Whines... whistling... whine of wires

Rattling of leaves... Street-lamp swinging and slamming

Fine fume... driving in from the sea

Flicking the foam

A crack of thunder

Coming down in gusts, beating the wall

Last leap of the wave...jutting sea-cliff

Collapses

See below for how the people react (there will be overlap)

Where have the people gone?

The last watcher indoors... Card players closer to their cards

Creep to our bed... we wait; we listen

We lie close... breathing heavily, hoping

Lulls off, then redoubles

READING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
0-1	rudimentary understanding	minimal grasp of language	extremely limited content
2-4	basic understanding	little awareness of language	unclear and/or undeveloped points
5-7	some understanding an attempt at interpretation	limited awareness of language	some relevant points little development
8-10	fair understanding of the text some interpretative comment	some understanding of language an attempt to evaluate use of language	valid points some development some relevant textual support
11-13	generally sound grasp of the text reasonably secure interpretation	fair understanding of language reasonably sound evaluation of the use of language	mostly clear points some reasonable development generally appropriate examples/ references
14-16	sound grasp of the text secure interpretation	clear understanding of language sound evaluation of the use of language	a range of relevant points reasonable development appropriate examples/references

This extension to the scale is only for use in circumstances where candidates clearly perform above the normal range on this question for this tier.

17-19	<i>Thorough understanding of the text thoughtful interpretation</i>	<i>good analysis of language thoughtful evaluation of the use of language</i>	<i>a good range of well-focused points sustained development apt use of examples/references</i>
20-22	<i>assured understanding of the text perceptive interpretation</i>	<i>confident analysis of language sensitive evaluation of the use of language</i>	<i>a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references</i>
23-25	<i>impressive command of the text cogent interpretation</i>	<i>penetrating analysis of language sophisticated evaluation of the use of language</i>	<i>a variety of astute and discriminating points commanding exploration of ideas deft use of apposite examples/ references</i>

SECTION B: NON-FICTION

You must answer the question in this section.

You should spend about 40 minutes on this question.

Question Number	Question	Mark
7	<p>Look again in <i>The Edexcel Anthology</i> at 'Don't Leave Me Here to Die' (pages 58-59).</p> <p>How does the writer make the reader feel sympathy for Fran, the fallen climber?</p> <p>You should consider:</p> <ul style="list-style-type: none">• the situation Fran is in• the way she is described• the attitudes of the other climbers• the use of language. <p>Support your answer with examples from the text.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- a clear account of Fran's predicament
- how the reader and other characters feel about her
- using textual evidence to substantiate points made.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

- **The situation and description**

Fran has had a climbing accident four hours from the summit of Everest.

She is lying in a difficult position (near the First Step, ten metres from Cathy).

She has been very badly injured and cannot move.

Her physical description is described in close detail: 'like a rag doll'... 'porcelain doll'; eyes 'huge, dark voids', 'milky-white' skin, etc.

Fran makes desperate appeals to C.

C's team tries everything possible to move her, but fail.

They appeal to the three Uzbek climbers, who say they cannot help because she is too far gone.

Eventually, C and her team decide they must leave her, knowing she will die.

- **Feelings and attitudes**

Strong sense of pity for her desperate state and position; C has sympathy as one woman for another

The other climbers see her as a helpless creature.

C and team are determined to get her down if at all possible.

They feel sick and shocked by her appeals not to be left.

Eventually they give up hope of saving her, realising that there is nothing they can do.

C feels 'emotionally shattered' by the experience.

The experience destroys all the satisfaction of the climb - C just wishes to be off the mountain.

Reward: personal response to the story.

- **The use of language**

Repetition: 'we', 'I', 'only'.

Contrast: strength of group/isolation of Fran; life and death.

Metaphor: 'throw away'.

Simile: 'puppet', 'rag doll' - weakness, fragility.

Pattern of three: 'the money, the time, the thousands of feet'.

Rhetorical questions: 'Why waste time ...?' 'Why not just turn away ...?'

Use of dialogue and direct speech : (many egs).

Variety of sentence length: adds drama, tension.

NOW REFER TO PAGE 20 FOR THE ASSESSMENT OBJECTIVE GRID.

In applying the grid, bear in mind the need for the 'best fit' approach.

READING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
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5-7	some understanding an attempt at interpretation	limited awareness of language	some relevant points little development
8-10	fair understanding of the text some interpretative comment	some understanding of language an attempt to evaluate use of language	valid points some development some relevant textual support
11-13	generally sound grasp of the text reasonably secure interpretation	fair understanding of language reasonably sound evaluation of the use of language	mostly clear points some reasonable development generally appropriate examples/ references
14-16	sound grasp of the text secure interpretation	clear understanding of language sound evaluation of the use of language	a range of relevant points reasonable development appropriate examples/references

This extension to the scale is only for use in circumstances where candidates clearly perform above the normal range on this question for this tier.

17-19	<i>Thorough understanding of the text thoughtful interpretation</i>	<i>good analysis of language thoughtful evaluation of the use of language</i>	<i>a good range of well-focused points sustained development apt use of examples/references</i>
20-22	<i>assured understanding of the text perceptive interpretation</i>	<i>confident analysis of language sensitive evaluation of the use of language</i>	<i>a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references</i>
23-25	<i>impressive command of the text cogent interpretation</i>	<i>penetrating analysis of language sophisticated evaluation of the use of language</i>	<i>a variety of astute and discriminating points commanding exploration of ideas deft use of apposite examples/ references</i>

SECTION C: WRITING TO INFORM, EXPLAIN, DESCRIBE

There are two questions in this section. You should answer ONE of them.

You should spend about 40 minutes on this question.

Question Number	Question	Mark
8	<p>'The best of times.'</p> <p>Write a magazine article with this title which describe a particularly enjoyable time of your life.</p> <p>You could write about:</p> <ul style="list-style-type: none">• the event itself• why the experience was special• any other points.	(25)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling.

Candidates are required to produce an article for a magazine, in which they present a vivid description of a good experience in their lives, explaining their present thoughts on those times. An appropriate written register will need to be adopted for a magazine article, with language suitable to the task.

Candidates are likely to focus on:

- **A particularly enjoyable experience**
A moment of personal success, physical achievement, the high point of a visit/event/individual experience, or a defining moment when they made a far-reaching decision
- **What they think now about those experiences**
An explanation of what those moments now mean to them and the effect which they have had on their thoughts, feelings or actions.

Lower band answers will probably be limited to a few undeveloped points under each heading, giving only a brief outline, with little on the significance of the events to their present-day feelings.

Higher band answers should convey more detailed descriptions of good experiences in a way which shows a clear awareness of the task and the ability to reflect on these times. These responses will bring out the significance of the events to their present-day thinking; candidates should be rewarded for evidence of careful thought about the experiences, as well as for avoiding an inappropriate tone for a magazine article.

The above points are possible indicators of content and approach, but examiners are asked to be open-minded and to accept any relevant and/or unusual examples, approaches or viewpoints. The focus of assessment is on the quality of the writing and on the clarity and effectiveness of the article.

NOW REFER TO PAGES 25-26 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the **'best fit' approach**.

Question Number	Question	Mark
9	<p>You are a radio or television reporter at the opening of a new sports stadium, cinema complex, concert hall or shopping centre.</p> <p>Write the text of your broadcast.</p> <p>You could write about:</p> <ul style="list-style-type: none"> • the buildings and the surroundings • the opening ceremony • the atmosphere and the people • any other points. 	(25)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling.

Candidates are required to write the text for a radio or television broadcast which focuses on the new facility. An appropriate spoken register will need to be adopted to convey the drama and, especially if radio is selected, to capture the audience's attention and create the scene, with language suitable to the task.

Likely approaches:

Candidates are likely to:

Describe in detail the nature and quality of the new buildings, surroundings and facilities.

Focus on the colour and spectacle of the opening ceremony, including any entertainment, if applicable.

Give the reactions of those involved in the ceremony and of the spectators and describe the build-up to the climax of the occasion.

Examiners should expect candidates to draw on their knowledge of outside broadcasts or of journalists' methods of commenting on such events. Some may use eye-witness or expert accounts, but this is not a requirement.

Lower band answers will probably be limited to a few undeveloped points on the occasion, and may lack detail of the surroundings, buildings or facilities, giving only a general impression of the ceremony.

Higher band answers will convey a more vivid impression of the scene, with a lively atmosphere and sense of occasion, in a way which highlights the reactions of the crowd and shows a clear awareness of the task.

The above points are possible indicators of content and approach, but examiners are asked to be open-minded and to accept any relevant and/or unusual examples, approaches or viewpoints. The focus of assessment is on the quality of the writing and on the clarity and effectiveness of the broadcast.

NOW REFER TO PAGES 25-26 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach.

WRITING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves limited success at a basic level	there is little awareness of the purpose of the writing	the writing uses a limited vocabulary and shows little variety of sentence structure	organisation of the material is simple with limited success in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are broadly appropriate	there is some grasp of the purpose of the writing	the writing shows some evidence of control in the choice of vocabulary and sentence structure	organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing
mark band three 8-11	the writing expresses and develops ideas in a clear, organised way	there is a generally clear sense of the purpose of the writing	the writing includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences	organisation of the material is mostly sound , with a clear text structure , controlled paragraphing to reflect opening, development and closure, together with secure use of cohesive devices
mark band four 12-15	the writing presents effective and sustained ideas	there is a secure, sustained realisation of the purpose of the writing	the writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

1203/3F: UNSEEN MEDIA

SECTION A: UNSEEN MEDIA

You must answer the question in this section.

You should spend about 40 minutes on this question.

Question Number	Question	Mark
1	<p>How effectively does the web-page <i>Why Did Dinosaurs Die Out?</i> put forward different theories about the extinction of the dinosaurs?</p> <p>You should comment on the following:</p> <ul style="list-style-type: none">• the content of the web-page• the use of language• design features, including layout and photographs• any other aspects which you think are relevant.	(25)

Assessment Objectives:

- evaluate how information is presented
- read with insight and engagement
- identify implications
- select material appropriate to purpose
- understand and evaluate how writers use linguistic, structural and presentational devices.

A successful answer will focus on:

- the ways in which the page presents ideas, images and comments about the four main views concerning how dinosaurs became extinct
- ways in which the content, the titles, language, photographs and any other features of layout and design contribute to particular effects and impressions
- explaining and justifying a personal response to the material
- using textual evidence to substantiate points made.

Candidates are free to interpret textual details in a variety of ways. The following section represents a likely reading of the text but examiners must evaluate other responses on their merits. It is important to be alert to unusual responses which are well explained and substantiated by the effective use of textual evidence.

Candidates are required to address the four bullet points by selecting what they regard as the most relevant or important aspects of the text. They may be rewarded for a comparatively small number of points if these points are effectively developed and supported by well chosen and evaluated textual evidence.

Content of the web-page

- clear identification of purpose - an educational web-page setting out four different views suggesting reasons for the extinction of the dinosaurs
- an introductory section setting out clearly the main purpose of the web page, and suggesting that there is no one answer to this mystery

- that what killed the dinosaurs also killed 70% of all species i.e. that whatever the reason, it was responsible for the extinction of other life forms, and hence, to a certain extent, indiscriminate
- the balance in the content, in that no one of the four views is suggested as being of greater importance/ popularity than another

Use of language

- alliterative title
- use of questions/ interrogatives in the introductory section sets out the uncertainty surrounding the views which follow "...no one knows for sure..."
- suggestion in the introductory section that what follows are not the complete views, but a sketch/introduction/ précis of them
- use of some technical language to add scientific kudos, but which does not prevent comprehension e.g. "sulphuric acid", "asteroids", "poisonous gases", "molten rock", "comets", "immune"
- matter of fact language in the main, but use of some figurative language and exclamatory and speculative language - section on *Volcanic Eruptions*

Design features, including layout and photographs

- imposing title - colourful, attention-grabbing "Why Did the Dinosaurs Die Out?"
- superimposed heading "Extinction Theories" adds effect
- "Still a Mystery" sub-title, superimposed across the heading "Extinction Theories" is effective, as it emphasises the speculative nature of extinction theories - no universally-accepted single theory
- each of the text sections is clearly laid out - an introductory section followed by the four theories, each section separated simply, but clearly with a single horizontal line
- colour is used sparsely throughout e.g. in section titles and in the main text (dark purple) perhaps reinforcing the intended gravitas of the site
- colour photos in each section are used economically and effectively; perhaps related to cost and budget and the nature of the organisation which produced the site/ page
- the facility to email an "expert" at the top of the page creates added interest for the reader.

Any other aspects which you think are relevant

Candidates may comment on the web page features, but should not be penalised if they do not. These may include:

- links to other pages
- interactive features, e.g. the email link.

Candidates are not expected to comment on all of the possible points of detail. They may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

NOW REFER TO PAGE 29 FOR THE ASSESSMENT OBJECTIVE GRID.

In applying the grid, bear in mind the need for the 'best fit' approach.

READING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
0-1	rudimentary understanding	minimal grasp of language	extremely limited content
2-4	basic understanding	little awareness of language	Unclear and/or undeveloped points
5-7	some understanding an attempt at interpretation	limited awareness of language	some relevant points little development
8-10	fair understanding of the text some interpretative comment	some understanding of language an attempt to evaluate use of language	valid points some development some relevant textual support
11-13	generally sound grasp of the text reasonably secure interpretation	fair understanding of language reasonably sound evaluation of the use of language	mostly clear points some reasonable development generally appropriate examples/references
14-16	sound grasp of the text secure interpretation	clear understanding of language sound evaluation of the use of language	a range of relevant points reasonable development appropriate examples/references

This extension to the scale is only for use in circumstances where candidates clearly perform above the normal range on this question for this tier.

17-19	<i>thorough understanding of the text thoughtful interpretation</i>	<i>good analysis of language thoughtful evaluation of the use of language</i>	<i>a good range of well-focused points sustained development apt use of examples/references</i>
20-22	<i>assured understanding of the text perceptive interpretation</i>	<i>confident analysis of language sensitive evaluation of the use of language</i>	<i>a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references</i>
23-25	<i>impressive command of the text cogent interpretation</i>	<i>penetrating analysis of language sophisticated evaluation of the use of language</i>	<i>a variety of astute and discriminating points commanding exploration of ideas deft use of apposite examples/references</i>

SECTION B: WRITING TO ARGUE, PERSUADE, ADVISE

There are two questions in this section. You should answer ONE of them.

You should spend about 40 minutes on this question.

Question Number	Question	Mark
2	<p>A new exhibition on dinosaurs is coming to a museum near you. Write a letter from the museum to local schools persuading teachers to organise a visit.</p> <p>You could include:</p> <ul style="list-style-type: none">• why dinosaurs are so exciting• dinosaurs as an important part of history• special features of the exhibition eg interactivity, guided tours• any other aspect.	(25)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling.

Candidates will approach the issues raised by this question in a variety of ways and their judgements and perceptions will inevitably not always co-incide with those of individual examiners. It is important therefore, that the focus of assessment is the **quality of the writing**. The **effective and logical development of arguments and ideas** is a key discriminator.

The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below.

Candidates may make reference to some or all of the following:

- the fact that despite the many views which abound regarding their extinction, there is still considerable mystery and uncertainty regarding why dinosaurs actually disappeared from the Earth
- the sheer size and magnitude of the dinosaurs creates a sense of awe and wonder amongst Mankind
- the range of different species of dinosaurs - land-based, aquatic, those that could fly
- the subsequent 'demonisation' of the dinosaurs through popular culture and movies like 'Godzilla', 'King Kong', 'Jurassic Park' etc.
- the scientific importance of dinosaurs, in terms of the natural history of the Earth and their relationship to Mankind
- the links to Darwinism and theories of evolution or alternative theories of creationism, through the studies of fossils etc.

- the fact that we can now create digitally, images of dinosaurs which furthers our understanding of them (e.g. the relatively recent BBC series 'Dinosaurs')
- the fact that the museum exhibition offers such digital interactive opportunities to 'go back in time'
- the range of dinosaur souvenirs which are available at the exhibition, and which could be used in the classroom (posters, DVDs etc.)

In summary, successful answers will:

- convey to the reader argument, persuasion or advice relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices
- express ideas clearly and precisely, with appropriate development
- employ a range of sentence and clause structures appropriate to the task
- employ a range of appropriate vocabulary
- show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.

NOW REFER TO PAGES 34-35 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach.

Question Number	Question	Mark
3	<p>“We must take care of the environment, or many of the world’s animals will die out like the dinosaurs.”</p> <p>Write a report arguing why it is important that we try to protect animals from extinction. If you wish, you may argue that it is not important to protect animals from extinction, but you must give reasons for your answer.</p>	(25)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes.
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling.

Candidates will approach the issues raised by this question in a variety of ways and their judgements and perceptions will inevitably not always co-incide with those of individual examiners. It is important therefore, that the focus of assessment is the **quality of the writing**. The effective and logical development of arguments and ideas.

The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below.

Candidates are more likely to choose to argue that it is important to protect animals from extinction. In so doing, they are likely to list the following in support of their answer:

- diversity/ plurality of animal species adds value to the earth and its natural resources
- study of animals and rare species adds to the value of our knowledge and scientific understanding generally
- once gone, we can never re-create a species... at least not in the foreseeable future
- protection of the species means that mankind has to think more generally about use of the Earth’s resources and issues like energy consumption and alternative sources of energy
- our study and observation of animals is an enjoyable pastime.

For those who choose to argue against animal protection, some of the following may be cited:

- it is humans that are more important than animals
- some animals are themselves destructive and therefore, at the very least, need controlling if not outright extinction, either naturally, or by the conscious intervention of man e.g. the red deer population, elephant herd pressure on African bushlands
- it is only animals who provide man with a hard resource, which should be protected e.g. domestic animals used for food etc
- advances in scientific technology eg cloning, allowing for species to be reproduced
- extinction may be part of nature’s plan

In summary, successful answers will:

- convey to the reader argument, persuasion or advice relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices
- express ideas clearly and precisely, with appropriate development
- employ a range of sentence and clause structures appropriate to the task
- employ a range of appropriate vocabulary
- show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.

NOW REFER TO PAGES 34-35 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach.

WRITING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves limited success at a basic level	there is little awareness of the purpose of the writing	the writing uses a limited vocabulary and shows little variety of sentence structure	organisation of the material is simple with limited success in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are broadly appropriate	there is some grasp of the purpose of the writing	the writing shows some evidence of control in the choice of vocabulary and sentence structure	organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing
mark band three 8-11	the writing expresses and develops ideas in a clear, organised way	there is a generally clear sense of the purpose of the writing	the writing includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences	organisation of the material is mostly sound , with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with secure use of cohesive devices
mark band four 12-15	the writing presents effective and sustained ideas	there is a secure, sustained realisation of the purpose of the writing	the writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skillfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

SECTION C: WRITING TO ANALYSE, REVIEW, COMMENT

There are two questions in this section. You should answer ONE of them.

You should spend about 40 minutes on this question.

Question Number	Question	Mark
4	<p>You have recently moved into a new house and have discovered that your next door neighbours keep a poisonous snake (or other unusual creature) in their home, as a pet.</p> <p>Write a letter to your local councillor complaining about this, commenting on what you see as the main issues.</p>	(25)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling.

Candidates will approach the issues raised by this question in a variety of ways and their judgements and perceptions will inevitably not always co-incide with those of individual examiners. It is important therefore, that the focus of assessment is the **quality of the writing**. The effective and logical development of analysis and ideas.

The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below.

Candidates, if they choose this question, are likely to stick with the suggestion of a poisonous snake, unless they have personal experience of another unusual/ dangerous pet, directly or indirectly.

In the event of the poisonous snake being used as the example, the following might be cited:

- the need for the neighbour to ensure the snake is safely and securely housed - secure glass cage etc.
- the personal danger to the candidate and her/ his family if the snake was not securely kept
- the need for the snake to have some sort of exercise outside its immediate housing, and thus the dangers of it escaping
- the difficulties of feeding the snake with the types of food it requires e.g. live smaller animals, rodents etc
- the impact on people who have phobias
- possible hygiene issues e.g. smell.

In summary, successful answers will:

- convey to the reader analysis, review or comment relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices
- express ideas clearly and precisely, with appropriate development
- employ a range of sentence and clause structures appropriate to the task
- employ a range of appropriate vocabulary
- show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.

NOW REFER TO PAGES 40-41 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach.

Question Number	Question	Mark
5	<p>“Keeping animals in zoos is cruel!”</p> <p>“I love going to zoos; it is the only way ordinary people like me can see creatures from around the world.”</p> <p>Analyse either the advantages or disadvantages of keeping animals in zoos.</p>	(25)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes.
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling.

Candidates will approach the issues raised by this question in a variety of ways and their judgements and perceptions will inevitably not always co-incide with those of individual examiners. It is important therefore, that the focus of assessment is the **quality of the writing**. The effective and logical development of analysis and ideas.

The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below.

It is likely that there could be a fairly even split in those candidates choosing to answer this question, between those who are in support of zoos and those against them. The following are the sorts of arguments which are likely to be cited from each side.

For

- zoos breed animals, which may become extinct
- some almost extinct animals have been bred in zoos and then let free into the wild
- zoos now exhibit animals in enclosures which look like their natural habitat, rather than in cages
- zoos educate the public about how we have to get on with animals
- zoos are a form of family entertainment
- it is now harder to touch and see animals other than in zoos
- some zoos now try to make their visitors work to make the world better for animals
- zoos provide a safe home and regular meals for the animals
- zoos educate the public about the principles of ecology
- some zoos now try to inspire their visitors to become active advocates for environmental protection.

Against

- zoos can't teach respect for the environment because they don't treat animals with respect
- the treatment of all our animals and their rights is important
- creatures in zoos are caged and unable to grow properly
- seeing animals in zoos will make people think that it is right to keep wild animals in captivity

In summary, successful answers will:

- convey to the reader analysis, review or comment relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices
- express ideas clearly and precisely, with appropriate development
- employ a range of sentence and clause structures appropriate to the task
- employ a range of appropriate vocabulary
- show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.

NOW REFER TO PAGES 40-41 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach.

WRITING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves limited success at a basic level	there is little awareness of the purpose of the writing	the writing uses a limited vocabulary and shows little variety of sentence structure	organisation of the material is simple with limited success in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are broadly appropriate	there is some grasp of the purpose of the writing	the writing shows some evidence of control in the choice of vocabulary and sentence structure	organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing
mark band three 8-11	the writing expresses and develops ideas in a clear, organised way	there is a generally clear sense of the purpose of the writing	the writing includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences	organisation of the material is mostly sound , with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with secure use of cohesive devices
mark band four 12-15	the writing presents effective and sustained ideas	there is a secure, sustained realisation of the purpose of the writing	the writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

1203/4H: The Craft of the Writer

SECTION A: MODERN POETRY

There are six questions in this section. You should answer ONE of them.

You should spend about 40 minutes on this question.

In Such a Time as This

Question Number	Question	Mark
1	Look again at ' <i>from War Music</i> ' (page 14) and ' <i>Refugee Blues</i> ' (page 15). What impressions of conflict does each writer create by the way in which the events are presented? In your answer you should make close reference to the language of the poems.	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- the excitement/immediacy of the battle ('*from War Music*') and the long-lasting effects of being a refugee ('*Refugee Blues*')
- how the presentation affects the reader's response
- the writers' language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

From *War Music*

- **Presentation of events**
Noise

Movement
Colour

Drama of confrontation/contrast of warriors

Place of religion/fate
- **Impressions created**
Heroic confrontation
Importance of events (divine involvement)
Physical impact of war

Crowds of warriors
- **The use of language**
Reward all relevant examples of language and comments on its effectiveness, eg:
metaphor
onomatopoeia
alliteration
simile
tone
use of the dash (punctuation)
imagery
vivid language

Refugee Blues

- **Presentation of events**

Their passports no longer valid
Statelessness seen as a form of death

Officials will not deal quickly with them
Seen as a threat to local people's lives
Threat to/ low status of German Jews
- **Impressions created**
they are fearful, as part of persecuted minority
they feel excluded from material wealth
They face the realisation that they are hated
compared unfavourably with animals

Textual Evidence

clamouring back... slapped
clapper...bell (and others)

Trojans swarmed... Ajax lunged
To soft red pulp... bronze nose
Hector v Ajax (Many quotations)
God stood by Hector's elbow, not his.

Big Ajax... Prince Hector
God was pleased with Hector, not with Ajax
Slapped... soft red pulp
Pruning the bronze nose off
Trojans swarmed so thick

Textual Evidence

old passports...
if you've got no passports
asked... to return next year
they will steal our daily bread
It was Hitler over Europe ...

ten thousand soldiers...looking...

dreamed I saw...
Talking of you and me... we

saw a poodle... saw ... a cat let in

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Use of repetition/echo

Strong, song-like rhythm/rhyme scheme

Wistful tone

direct speech

address to 'my dear'

references to animals

words evoking atmosphere

language highlighting displacement

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

In applying the grid, bear in mind the need for the 'best fit' approach.

Question Number	Question	Mark
2	<p>Look again at 'You Will Be Hearing From Us Shortly' (page 7) and ONE other poem from <i>In Such a Time as This</i> which presents people or situations in a negative way.</p> <p>How does each writer create negative impressions and images? In your answer you should make close reference to the language of the poems.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- the negative presentation of people or situations
- how the words used contribute to impressions and images
- The writers' use of language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

You Will Be Hearing From Us Shortly

- **The negative presentation**
Initially opposed (but less aggressive than later)
Believes better qualifications needed

'Ageism'
Prejudice against appearance
Speech That is the way you've always spoken

Education Were you educated? ('slip of tongue')

Married with children
Home/birth/background

Textual Evidence

You feel adequate?

Not... what we had in mind
Now your age
Your looks. Appearance disturbing
That is the way you've always spoken

Were you educated? ('slip of tongue')
The usual dubious desire...
Unsuitable address

- **Impressions and Images**
 Tone underlines the presumed inferiority/unsuitability of candidate Many references
 Interviewer(s) presented as prejudiced/snobbish/ condescending Many references
 Candidate appears to be crushed into acquiescence So glad we agree.
- **The use of language**
 Reward all relevant examples of language and comments on its effectiveness, eg:
 Aggressive/ almost rhetorical questions (because not answered)
 Sarcastic tone
 Short comments
 Interviewee's silence
 words evoking atmosphere

NB: for the other poem, candidates may choose any **ONE** from the section *In Such a Time as This*, as long as a choice can be justified.

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

In applying the grid, bear in mind the need for the 'best fit' approach.

Identity

Question Number	Question	Mark
3	<p>Look again at 'Miracle on St David's Day' (page 17) and 'Still I Rise' (page 27).</p> <p>How does each writer show the capacity of human beings to rise above the problems they face?</p> <p>In your answer you should make close reference to the language of the poems.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- the nature of the problems described in the poems
- the ways in which the characters are able to surmount their difficulties
- the writers' language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

Miracle on St David's Day

- **The problems**
 Man has lost his identity
 Isolated
 Mentally absent, but retains physical strength of his past life
- **How the character rises above them**
 'Daffodils' release momentarily his ability to recite
 Brings back his earlier life
 Recalls that he could speak /the power of communication

Textual Evidence

Needs to be guided... normally silent
 In a world of his own... rocks gently
 Labourer's hands on his knees

The labourer's voice recites

Learnt at school...
 He has remembered there was a music of speech... once he had something to say

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
 use of contrast (silence and speech)
 tone
 Physical description of man
 Natural imagery
 Musical imagery

Still I Rise

Textual Evidence

- **The problems**

Her people's history of being downtrodden
 Used to receiving hatred and rejection
 (historic roots)
 Still preoccupied with her past

You may trod me in the very dust
 Out of the huts... rooted in pain

 Nights of terror and fear

How the character rises above them

- Refuses to accept 'victim' role
 Now walks with confidence
 Proud to be black
 Confident in her attractiveness
 Triumphant over past of slavery
 Her history has given her a sense of hope

Broken/bowed head
 Sassiness
 Black ocean
 Sexiness... diamonds
 But still I rise (rep.)... welling and swelling
 Dream and the hope

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
 Direct speech
 Repetition
 Rhetorical questions
 Imagery
 tone and mood
 Metaphor and similes

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

In applying the grid, bear in mind the need for the 'best fit' approach.

Question Number	Question	Mark
4	<p>Look again at 'I Shall Paint my Nails Red' (page 29) and ONE other poem from <i>Identity</i> in which the writer uses humour.</p> <p>How does each writer use humorous effects to shock or challenge the reader?</p> <p>In your answer you should make close reference to the language of the poems.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- the use of humour
- the effects of this on the reader
- the poets' language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

I Shall Paint my Nails Red

- **The use of humour**
 Claims she is performing a great civic act
 Something to look at when stuck in traffic
 Finds it amusing that she will be able to shock her daughter
 A simple, almost magical way of changing her appearance
 Makes a short break in life
 After all her large claims and protestations, we find that it can all be undone in a moment

Textual Evidence

...a public service
 I can admire them in traffic jams
 ...will say ugh

Quicker than dyeing...

Ten-minute moratorium
 It is reversible

- **The effects of this on the reader**
 Find her independent attitude striking
 Note that she is striking a blow for women's rights
 Use of exaggeration and dramatic effects
 The colour red has strong connotations for the reader
 Look like a survivor
 My lover will be surprised
 Public service... moratorium
 I shall paint my nails red
- **The use of language**
 Reward all relevant examples of language and comments on its effectiveness, eg:
 words which are particularly striking
 imagery
 use of colour
 repetition
 incomplete sentences

NB: for the other poem, candidates may choose any **ONE** from the section *Identity*, as long as a choice can be justified.

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

In applying the grid, bear in mind the need for the 'best fit' approach.

Nature

Question Number	Question	Mark
5	<p>Look again at 'Mushrooms' (page 40) and 'Nettles' (page 43).</p> <p>How does each writer use images and symbols from nature to explore the ideas presented in the poem?</p> <p>In your answer you should make close reference to the language of the poems.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- the images and symbols within each poem
- the ideas explored
- the writers' language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

Mushrooms

- **The images and symbols**
They are like a secret army creeping up unawares
They battle with weapons
They will inherit the Earth (like the meek, in the Bible)
They are personified, with 'human' organs

Textual Evidence

Our foot's in the door
Soft fists ... hammers ...rams
We shall ... inherit
Toes... noses... fists... shoulders

- **The ideas**

Represent unseen rise to power

Overnight... discreetly

They will persevere/gain strength
They believe in themselves

Nudgers and shovers... in spite of ourselves
We shall inherit the Earth

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Personification

Repetition

Biblical reference

Short, simple lines

Nettles

Textual Evidence

- **The images and symbols**

The 'bed' as something not comforting
Nettles as soldiers (sustained metaphor)

'Bed' seemed a curious name
Green spears... regiment... recruits

His battle against the nettles as enemy
Idea of burning the dead 'soldiers'
Discovery of reinforcements

lashed in fury... fierce parade
Funeral pyre... fallen dead
Tall recruits

- **The ideas**

Father's attempts to protect son by fighting the nettles
Realisation that he cannot do so for ever
Resilience of nature

I took my billhook

My son would feel...
Busy sun and rain had called up tall recruits

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

images which are particularly striking

descriptive language

personification

tone

extended (military) metaphor and terminology

onomatopoeia

alliteration

monosyllabic words

hyperbole

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

In applying the grid, bear in mind the need for the 'best fit' approach.

Question Number	Question	Mark
6	<p>Look again at 'Roe-Deer' (page 38) and ONE other poem from <i>Nature</i> which shows a creature or creatures in a specific landscape.</p> <p>How does each writer show the ways in which this creature and its setting affect the person or people watching?</p> <p>In your answer you should make close reference to the language of the poems</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. **They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.**

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- the depiction of the creature(s) in the landscape
- the effect on the watcher(s)
- the writers' language.

The following section illustrates some points candidates may make, **but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:**

Roe-Deer

- **The creature and setting**
Initial scene - snow
Colour of the deer
Unusual, striking sight
Their departure across the fields
- **The effect on the person/people watching**
The coincidence of the timing of the arrival of the deer
Felt it was a sign/they had come for him
fascinated by them/sense of awe

Textual Evidence

Dawn-dirty light... biggest snow
Two blue-dark deer
Snow-screen vision of the abnormal
Ducked through the hedge... away downhill

had happened...the moment I was arriving

The password and sign... had come for me
Dawn inspiration

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Imagery

Metaphors

Alliteration

Compound words

Contrast

NB: for the other poem, candidates may choose any **ONE** from the section *Nature*, as long as a choice can be justified.

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

In applying the grid, bear in mind the need for the 'best fit' approach.

READING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
8-10	fair understanding of the text some interpretative comment	some understanding of language an attempt to evaluate use of language	valid points some development some relevant textual support
11-13	generally sound grasp of the text reasonably secure interpretation	fair understanding of language reasonably sound evaluation of the use of language	mostly clear points some reasonable development generally appropriate examples/ references
14-16	sound grasp of the text secure interpretation	clear understanding of language sound evaluation of the use of language	a range of relevant points reasonable development appropriate examples/references
17-19	thorough understanding of the text thoughtful interpretation	good analysis of language thoughtful evaluation of the use of language	a good range of well-focused points sustained development apt use of examples/references
20-22	assured understanding of the text perceptive interpretation	confident analysis of language sensitive evaluation of the use of language	a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references
23-25	impressive command of the text cogent interpretation	penetrating analysis of language sophisticated evaluation of the use of language	a variety of astute and discriminating points commanding exploration of ideas deft use of apposite examples/ references

This extension to the scale is only for use in circumstances where candidates clearly perform below the normal range on this question for this tier.

0-1	<i>rudimentary understanding</i>	<i>minimal grasp of language</i>	<i>extremely limited content</i>
2-4	<i>basic understanding</i>	<i>little awareness of language</i>	<i>unclear and/or undeveloped points</i>
5-7	<i>some understanding an attempt at interpretation</i>	<i>Limited awareness of language</i>	<i>some relevant points little development</i>

SECTION B: NON-FICTION

You must answer the question in this section.

You should spend about 40 minutes on this question.

Question Number	Question	Mark
7	<p>Look again in <i>The Edexcel Anthology</i> at the extract from 'The Other Side of the Dale', by Gervase Phinn (pages 50-54).</p> <p>How does Gervase Phinn use references to the past to develop his account of the school he is visiting?</p> <p>Give evidence from the text to support your views.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic and presentational devices to achieve their effects.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references) of the reading mark grid and the "best fit" approach statement.

A successful answer will focus on:

- the references to local and school history
- the way in which the writer uses these to enhance the narrative
- using textual evidence to substantiate points made.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

The Other Side of the Dale

• The references to the past

School close to site of Civil War battle (Barton Moor - information from Joseph Barclay); visitors from University come to study the site

Place said to be full of the past (shadows, ghosts)

Joseph Barclay looks as if he comes from an earlier period (1950s dress and archaic language)

School log books going back well over a century

Entries from 1898 onward: incompetent headmaster

Quotation from 1913 report by an inspector

Description of the headmaster after First World War - Mr Macmillan ('Captain Mac')

Children researching history of Barton Moor Parochial School – Joseph compiled chronicle from the researches

Artefacts discovered: buckle, musket balls, brass buttons, halberd

Reference to Prince Rupert

- **How they develop the narrative**

Contrasts the present school, with its good features, with the poor report from the inspector in the log book/chronicle

Creates a sense of atmosphere – a location with mystery and history

Shows how the local history project contributed to the school's good quality – independent research

Provides key features of the characterisation of Joseph Barclay and Miss Precious.

Creates lively oral work – constructive discussion involving all children

Gives the inspector's visit a sense of continuity with the past, because of the earlier report.

NOW REFER TO PAGE 60 FOR THE ASSESSMENT OBJECTIVE GRID.

In applying the grid, bear in mind the need for the 'best fit' approach.

READING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
8-10	fair understanding of the text some interpretative comment	some understanding of language an attempt to evaluate use of language	valid points some development some relevant textual support
11-13	generally sound grasp of the text reasonably secure interpretation	fair understanding of language reasonably sound evaluation of the use of language	mostly clear points some reasonable development generally appropriate examples/ references
14-16	sound grasp of the text secure interpretation	clear understanding of language sound evaluation of the use of language	a range of relevant points reasonable development appropriate examples/references
17-19	thorough understanding of the text thoughtful interpretation	good analysis of language thoughtful evaluation of the use of language	a good range of well-focused points sustained development apt use of examples/references
20-22	assured understanding of the text perceptive interpretation	confident analysis of language sensitive evaluation of the use of language	a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references
23-25	impressive command of the text cogent interpretation	penetrating analysis of language sophisticated evaluation of the use of language	a variety of astute and discriminating points commanding exploration of ideas deft use of apposite examples/ references

This extension to the scale is only for use in circumstances where candidates clearly perform below the normal range on this question for this tier.

0-1	<i>rudimentary understanding</i>	<i>minimal grasp of language</i>	<i>extremely limited content</i>
2-4	<i>basic understanding</i>	<i>little awareness of language</i>	<i>unclear and/or undeveloped points</i>
5-7	<i>some understanding an attempt at interpretation</i>	<i>Limited awareness of language</i>	<i>some relevant points little development</i>

SECTION C: WRITING TO INFORM, EXPLAIN, DESCRIBE

There are two questions in this section. You should answer ONE of them.

You should spend about 40 minutes on this question.

Question Number	Question	Mark
8	A website is inviting contributions on the subject 'Which item or items could you not live without?'. Write a contribution to this website explaining your choice.	(25)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling.

Candidates are required to provide a website entry which focuses on their reasons for finding a particular object indispensable. Although no specific audience is specified, an appropriate register for communicating within a web-based community will need to be adopted, with language suitable to the task.

Likely approaches:

This question is entirely open ended in the range of possible responses. It is predictable that a number will go for the essential appurtenances of teenage life: mobile phone, email, I-pod. However, others may opt for a pet, an item of clothing or jewellery, a piece of sports equipment - or may choose something quite different. The key point to look for is the quality of the explanation of why the object is so important.

Lower band answers will probably be limited to a few undeveloped points, and may not offer reasons to support their choice.

Higher band answers should convey their explanation in a way which shows a clear awareness of the task and the ability to reflect on the topic. These responses will present interesting, developed (and perhaps witty or ironic) reasons for finding the chosen object indispensable.

The above points are possible indicators of content and approach, but examiners are asked to be open-minded and to accept any relevant and/or unusual examples, approaches or viewpoints. The focus of assessment is on the quality of the writing and on the clarity and effectiveness of the response.

NOW REFER TO PAGES 64-65 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach.

Question Number	Question	Mark
9	<p>'Sounds and Sights to Remember.'</p> <p>Write a magazine article describing a market or a festival, at home or abroad, which you have visited, explaining how this experience has made a memorable impression on you.</p>	(25)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling.

Candidates are required to produce an article for a magazine in which they present a vivid description and explain what effect the visit has had. An appropriate written register will need to be adopted for this purpose, with language suitable to the task.

Likely approaches:

Candidates are likely to focus on describing the colour and life of the scene, invoking the effect this has on their senses (particularly sounds, sights and perhaps smells). If they choose a market, they may describe arrangements of fruit, flowers or vegetables, the calls of the traders and the crowds of shoppers; if they write about a festival, this may include the displays and dress of the participants in processions or rituals, the atmosphere among spectators, and the effects such as fireworks or music and dancing.

Lower band answers will probably be limited to a few undeveloped points, and may lack detail of the sights and sounds, giving only a general impression.

Higher band answers will convey a vivid impression of the scene, with lively atmosphere and a sense of occasion. These responses will provide the reader with insight into the local culture and people and the lasting impact these had on the writer.

The above points are possible indicators of content and approach, but examiners are asked to be open-minded and to accept any relevant and/or unusual examples, approaches or viewpoints. The focus of assessment is on the quality of the writing and on the clarity and effectiveness of the description.

NOW REFER TO PAGES 64-65 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach.

WRITING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves limited success at a basic level	there is little awareness of the purpose of the writing	the writing uses a limited vocabulary and shows little variety of sentence structure	organisation of the material is simple with limited success in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are broadly appropriate	there is some grasp of the purpose of the writing	the writing shows some evidence of control in the choice of vocabulary and sentence structure	organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing
mark band three 8-11	the writing expresses and develops ideas in a clear, organised way	there is a generally clear sense of the purpose of the writing	the writing includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences	organisation of the material is mostly sound , with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with secure use of cohesive devices
mark band four 12-15	the writing presents effective and sustained ideas	there is a secure, sustained realisation of the purpose of the writing	the writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

1203/5H: Unseen Media

SECTION A: UNSEEN MEDIA

You must answer the question in this section.

You should spend about 40 minutes on this question.

Question Number	Question	Mark
1	<p>How well does the web-page <i>Global warming at the extremes of the earth: Habitats and cultures everywhere react to climate's rapid changes</i> achieve its purpose?</p> <p>You should comment on the following:</p> <ul style="list-style-type: none">• the content of the web-page• the use of language• design features, including layout and photographs• any other aspects which you think are relevant.	(25)

Assessment Objectives:

- evaluate how information is presented
- read with insight and engagement
- identify implications
- select material appropriate to purpose
- understand and evaluate how writers use linguistic, structural and presentational devices.

A successful answer will focus on:

- the ways in which the web page presents ideas, images and comments about global warming and its effects throughout various parts of the Earth
- ways in which the content, headlines, language, photographs and any other features of layout and design contribute to particular effects and impressions
- explaining and justifying a personal response to the material
- using textual evidence to substantiate points made.

Candidates are free to interpret textual details in a variety of ways. The following section represents a likely reading of the text but examiners must evaluate other responses on their merits. It is important to be alert to unusual responses which are well explained and substantiated by the effective use of textual evidence.

Candidates are required to address the four bullet points by selecting what they regard as the most relevant or important aspects of the text. They may be rewarded for a comparatively small number of points if these points are effectively developed and supported by well chosen and evaluated textual evidence.

Content of the web-page

- identification of the primary purpose of the web-page which is to raise awareness, largely through a visual medium (photographs), of the effects of global warming
- but there is also a reasonable amount of text which explains what global warming is
- the effects of global warming are related to some factual/ scientific data on temperature changes over time and carbon dioxide emissions
- the identification that the web-page has been produced and maintained by an individual (Gary Braasch)
- but that it is also part of a wider 'green' project (Blue Earth Alliance)
- that the site is also a call to action on the part of the reader

Use of language

- lack of figurative language conveys the idea that the main purpose of the site is informative
- quotation from David A King adds scientific gravitas and kudos
- use of his title adds to the effect
- the quote itself is polemical and semi-controversial "...more serious even than the threat of terrorism."
- use of scientific language and 'facts' in sections on temperature change over time and carbon dioxide emissions, adds kudos, believability
- use of first person, adds effect and focuses on personalisation of the effects of global warming - relates to the fact that the author has actually travelled widely throughout the world to photograph these effects and to provide a visual testimony

Design features, including layout and photographs

- the initial title "Global warming at the extremes.....climate's rapid changes" is self-explanatory, but could perhaps do with a little more emphasis eg larger text font or stronger colour use
- the photographs are crucial - they are the *raison d'être* of the page
- the five introductory photos with the strap-lines draw in the attention of the reader from the start
- similarly, the poster with the clearly arranged photos stands out and catches the eye of the reader
- the actual text is slightly cluttered and lay-out features (e.g. use of boxes, white space, horizontal/ vertical lines, shading/ colouring) could have helped to make it less so
- the two graphs do help to break up the text slightly, and the use of some colour in the graphs does help; but the graphs are small and could have been enlarged to make it easier on the reader to interpret the information which they contain
- overall, the font used throughout is a sober choice, thereby adding to the sobriety of the message of the site
- the final paragraph stresses the information, non-commercial nature of the site
- the inclusion of the author's personal contact details allows the reader to contact him for further information, and shows a willingness on the part of the author to provide this.

Any other aspects which you think are relevant

Candidates may comment on the web page features, but should not be penalised if they do not. There may include:

- the blue text (i.e the words at the top of the first side) is live and shows the dynamism of the page when the reader clicks on these hyperlinks
- other hyperlinks to pages which detail global warming by usual and textual media.

Candidates are not expected to comment on all of the possible points of detail. They may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

NOW REFER TO PAGE 70 FOR THE ASSESSMENT OBJECTIVE GRID.

In applying the grid, bear in mind the need for the 'best fit' approach

READING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
8-10	fair understanding of the text some interpretative comment	some understanding of language an attempt to evaluate use of language	valid points some development some relevant textual support
11-13	generally sound grasp of the text reasonably secure interpretation	fair understanding of language reasonably sound evaluation of the use of language	mostly clear points some reasonable development generally appropriate examples/ references
14-16	sound grasp of the text secure interpretation	clear understanding of language sound evaluation of the use of language	a range of relevant points reasonable development appropriate examples/references
17-19	thorough understanding of the text thoughtful interpretation	good analysis of language thoughtful evaluation of the use of language	a good range of well-focused points sustained development apt use of examples/references
20-22	assured understanding of the text perceptive interpretation	confident analysis of language sensitive evaluation of the use of language	a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references
23-25	Impressive command of the text cogent interpretation	Penetrating analysis of language Sophisticated evaluation of the use of language	a variety of astute and discriminating points commanding exploration of ideas deft use of apposite examples/ references

This extension to the scale is only for use in circumstances where candidates clearly perform below the normal range on this question for this tier.

0-1	<i>rudimentary understanding</i>	<i>minimal grasp of language</i>	<i>extremely limited content</i>
2-4	<i>basic understanding</i>	<i>little awareness of language</i>	<i>unclear and/or undeveloped points</i>
5-7	<i>some understanding an attempt at interpretation</i>	<i>limited awareness of language</i>	<i>some relevant points little development</i>

SECTION B: WRITING TO ARGUE, PERSUADE, ADVISE

There are two questions in this section. You should answer ONE of them.

You should spend about 40 minutes on this question.

Question Number	Question	Mark
2	<p>Some people view climate change as the most serious threat facing mankind.</p> <p>Write a letter to the Prime Minister arguing why the Government should or should not make the prevention of climate change its No. 1 priority in the immediate future.</p>	(25)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling.

Candidates will approach the issues raised by this question in a variety of ways and their judgements and perceptions will inevitably not always co-incide with those of individual examiners. It is important therefore, that the focus of assessment is the **quality of the writing**. The effective and logical development of arguments and ideas is a key discriminator.

The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below.

Credit should be given for the choice of an appropriate formal letter format and mode of address and general register.

Candidates are likely to bring to their answer, a mixture of personal experience/ prior knowledge and understanding about climate change/ global warming and the information gained from reading the stimulus material provided for Question 1. To use this latter material is legitimate, but candidates should not be rewarded for merely copying the information given about the effects of climate change; some re-working of the material is expected, if it is used. The real discriminator will be provided by those candidates who provide a well argued personal response as to the effects of climate change/ global warming and why it must be combatted.

In summary, successful answers will:

- convey to the reader argument, persuasion or advice relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices
- express ideas clearly and precisely, with appropriate development
- employ a range of sentence and clause structures appropriate to the task
- employ a range of appropriate vocabulary
- show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.

NOW REFER TO PAGES 76-77 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach.

Question Number	Question	Mark
3	<p>In order to reduce poverty and the demand for food and other resources, some countries in the developing world have strict birth control policies limiting by law, the number of children which families can have.</p> <p>It has been suggested that the Government should introduce a similar policy in the UK.</p> <p>Write a letter to your local MP arguing either in favour or against this proposed policy.</p>	(25)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling.

Candidates will approach the issues raised by this question in a variety of ways and their judgements and perceptions will inevitably not always co-incide with those of individual examiners. It is important therefore, that the focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas.

The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below.

It is likely that there will be a fairly even split between those candidates arguing for, and those against legal limitation on family size in the UK.

Good answers are likely to make the connection between the relative poverty and affluence of the Developing and the Developed worlds in the first instance, and whether this conveys the right of any single government or international organisation (e.g. the UN) to legislate in this area i.e. the public/ private context of the argument.

For

- reduce the demand on finite resources across a whole range of fields - food production, housing, education, health etc.
- increase adoption of many unwanted children in care which would be a good thing
- relate to the already decreasing demographic changes towards fewer children or none at all
- children inhibit career progression, choices etc. of adults
- children (siblings) are annoying to older brother and sisters

Against

- the state does not have the right to limit individual choices on what is essentially a private matter
- tax payers have a right to expect the provision of a state safety net in terms of provision for children - covered by social insurance schemes
- children bring happiness
- there are sufficient resources to provide for the world's population, they are simply not being used correctly, especially by the richer nations (food not war etc.)

In summary, successful answers will:

- convey to the reader argument, persuasion and advice relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices
- express ideas clearly and precisely, with appropriate development
- employ a range of sentence and clause structures appropriate to the task
- employ a range of appropriate vocabulary
- show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.

NOW REFER TO PAGES 76-77 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach.

WRITING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves limited success at a basic level	there is little awareness of the purpose of the writing	the writing uses a limited vocabulary and shows little variety of sentence structure	organisation of the material is simple with limited success in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are broadly appropriate	there is some grasp of the purpose of the writing	the writing shows some evidence of control in the choice of vocabulary and sentence structure	organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing
mark band three 8-11	the writing expresses and develops ideas in a clear, organised way	there is a generally clear sense of the purpose of the writing	the writing includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences	organisation of the material is mostly sound , with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with secure use of cohesive devices
mark band four 12-15	the writing presents effective and sustained ideas	there is a secure, sustained realisation of the purpose of the writing	the writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

SECTION C: WRITING TO ANALYSE, REVIEW, COMMENT

There are two questions in this section. You should answer ONE of them.

You should spend about 40 minutes on this question.

Question Number	Question	Mark
4	"Too many people jump in their cars rather than walk, cycle or use public transport." Comment on this point of view.	(25)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling.

Candidates will approach the issues raised by this question in a variety of ways and their judgements and perceptions will inevitably not always co-incide with those of individual examiners. It is important therefore, that the focus of assessment is the **quality of the writing**. The effective and logical development of analysis and ideas.

The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below.

For car use

- personal choice - it's up to the individual
- easier than walking
- comments related to the 'culture of the car' - i.e. that it says something about the individual who owns/ drives it (colour, speed, personalised number plates etc.)
- cars allow us to choose when we wish to travel
- cars allow us either to travel alone or with friends and family
- in many areas public transport is not an option e.g. the country
- some people cannot either walk to travel or cycle -e.g. the elderly
- cycling can be dangerous with so many motor vehicles on the road
- because of the distances involved in travel, the car is the only realistic option

Against car use

- congestion on the roads - gridlock
- any sort of environmental reference to pressure on fossil fuels, need for 'clean alternatives' (electric cars), increase in greenhouse gases, carbon dioxide emissions etc
- accidents, deaths on the roads
- expense of running a car - both the car itself (road tax, insurance, petrol/ diesel etc) but also the wider societal costs (need for more roads, destruction of the 'green belt', sites of natural beauty etc.)

- walking/ cycling is a much healthier alternative and involves fewer societal costs
- need for more cycle lanes

In summary, successful answers will:

- convey to the reader analysis, review or comment relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices
- express ideas clearly and precisely, with appropriate development
- employ a range of sentence and clause structures appropriate to the task
- employ a range of appropriate vocabulary
- show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.

NOW REFER TO PAGES 82-83 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the **'best fit' approach**

Question Number	Question	Mark
5	<p>More and more people are living in cities and large towns than in the countryside and rural areas.</p> <p>Write an article for your school or college magazine analysing the advantages and disadvantages of being brought up as a teenager in either a city or town, or in the countryside.</p>	(25)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling.

Candidates will approach the issues raised by this question in a variety of ways and their judgements and perceptions will inevitably not always co-incide with those of individual examiners. It is important therefore, that the focus of assessment is the **quality of the writing**. The effective and logical development of analysis and ideas.

The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below.

Note that when comparing countryside and city life, the positive of one tends to be the negative of another.

Countryside

- **Positives**
 - peace and quiet
 - personal space
 - close to nature
 - respect for the natural environment, including animals
 - relative freedom from crime, especially violent crime
 - relatively little air and traffic pollution
 - no problems with noisy, anti-social neighbours
- **Negatives**
 - lack of access to public amenities - shops, bars, leisure facilities
 - little choice regarding access to services - education, health etc.
 - lack of public transport, reliance on private transport
 - children and young people lack 'street-wiseness'
 - lack of privacy in private life (e.g. intimacy of small village community)
 - inherently inward looking attitude

In summary, successful answers will:

- convey to the reader analysis, review or comment relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices
- express ideas clearly and precisely, with appropriate development
- employ a range of sentence and clause structures appropriate to the task
- employ a range of appropriate vocabulary

- show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.

NOW REFER TO PAGES 82-83 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach.

WRITING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves limited success at a basic level	there is little awareness of the purpose of the writing	the writing uses a limited vocabulary and shows little variety of sentence structure	organisation of the material is simple with limited success in introducing and developing a response
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mark band three 8-11	the writing expresses and develops ideas in a clear, organised way	there is a generally clear sense of the purpose of the writing	the writing includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences	organisation of the material is mostly sound , with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with secure use of cohesive devices
mark band four 12-15	the writing presents effective and sustained ideas	there is a secure, sustained realisation of the purpose of the writing	the writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

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