

GCSE

Edexcel GCSE

English (1203/2F)

November 2005

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Mark Scheme (Results)

Edexcel GCSE

English (1203/2F)

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

1. Look again at *Wherever I Hang* (page 11) and *Refugee Blues* (page 15).
How do these two poems show people's feelings about their current lives?

For each poem you should comment on:

- the way other people behave towards them
- unfamiliar sights and events
- the sense of not really belonging.

Support your answer with examples from the texts.

(Total for Section A: 25 marks for Reading)

Main Assessment Objective:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them

Supporting Assessment Objective:

- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects

A successful answer will focus on:

- the description of their current lives
- evidence about the people's feelings
- the poets' language.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

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.

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

Drabness of England
Brick-built buildings
Crowds/underground
Huge column/pigeons
Very cold
Having to queue
Need to change way of life/adopt
English customs
Loss of cultural identity/ unsettled
lifestyle

Textual Evidence

misty greyness
walls ... solid
people pouring...
Lord Nelson high ... de pigeons
snow ... warding off de cold
waiting me turn
change my calypso ways ... get
accustom to de English
I don't know really ... Wherever I hang
me knickers

Refugee Blues

Huge numbers of people
Contrasts in lifestyles
Officials acting bureaucratically

Feelings against new arrivals
Realisation that they are hated

Even animals were let in/free

Nowhere for them
Sense of being hunted

ten million souls
Some ... in mansions, some ... in holes
The consul banged... Went to a
committee
"If we let them in..."
talking of you and me... we were in his
mind
Saw a poodle... saw ... a cat ... fish
swimming ... free... birds in the trees
Not one of them was ours
Looking for you and me...

The use of language
Rhetorical questions
Repetition
Apostrophe ('my dear')
Use of direct speech

Please refer to the common grid on page 13 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.

2. Look again at *Hide and Seek* (page 1) and **ONE** other poem from *In Such a Time as This* which is about childhood.

How do the two poems show what a child's experience of the world is like?

For each poem you should comment on:

- how the child feels about what is happening
- how the poet enables you to imagine sights and sounds
- the importance of the way the poem ends.

Support your answer with examples from the texts.

(Total for Section A: 25 marks for Reading)

Main Assessment Objective:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them

Supporting Assessment Objective:

- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects

A successful answer will focus on:

- the way in which a child's memories are recalled
- visual and sound effects
- the poets' language.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

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.

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:

Hide and Seek

Initially excited/challenging
Keen sense of smell
Believes bound to win
Need for caution
Aware of the sounds

Aware of his body's feelings
Sense of triumph...
... Followed by let-down,
disappointment

The use of language

words evoking sensations
staccato statements
talking to self
expressing feelings, tone and mood

Textual Evidence

Call out... 'I'm ready'
sacks ... smell
They'll never find
be careful... not to risk
someone ... mutters ... words and
laughter
legs are stiff ... cold bites
'I've won!'
where are they...

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 on page 13 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

3. Look again at *Digging* (page 21) and *Warning* (page 29).
How do the poets bring the people in the poems to life?

For each poem you should comment on:

- the physical descriptions
- the actions performed
- the impression the poet gives you of the people.

Support your answer with examples from the texts.

(Total for Section A: 25 marks for Reading)

Main Assessment Objective:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them

Supporting Assessment Objective:

- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects

A successful answer will focus on:

- the poets' ability to present effective images
- awareness of individual characteristics
- the poets' language.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

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.

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

Physical descriptions and actions

Father's appearance
Father's rhythmic movement
Father's technique
Father's digging of potatoes

Grandfather's neat, precise work on turf
Grandfather's strength/determination

Textual Evidence

straining rump
Stooping in rhythm
coarse boot nestled...
potato drills... scatter new potatoes
that we picked
Nicking and slicing... curt cuts

heaving sods / Over his shoulder,
going down and down

Impression given of people

Father's skill as a digger
Grandfather also skilled
Grandfather's exceptional ability
Grandfather's absorption/dedication
Vividness of childhood recollections of scene
Compares their digging skills with his as writer

By God, the old man could handle...
Just like his old man
cut more turf in a day...
fell to right away
The cold smell...

I've no spade... I'll dig with it [pen]

Warning

Physical descriptions and actions

Unusual clothing
Eccentric spending patterns

Unconventional actions

Unusual diet

Hoarding objects

wear purple / With a red hat
pension on brandy and summer
gloves...

sit down on the pavement ... gobble up
samples ... press alarm bells [etc]
three pounds of sausages ... bread and
pickle
pens and pencils...

Impression given

Defiant/rebellious/unconventional
Determined to grow old
disgracefully/not accept stereotypes
of old age
Frustrated by current expectations of
her
Aware people may be shocked/needs
to soften the blow

[throughout poem]
[throughout poem]

But now we must...

maybe I ought to practise...

The use of language

words which are particularly striking
tone
imagery

Please refer to the common grid on page 13 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.

4. Look again at *At Grass* (page 30) and **ONE** other poem from *Identity* which looks at the past and the present.

How do the poets show the differences between the past and the present?

For each poem you should comment on:

- how the past is described
- how the present is described
- the words and descriptions that show the differences.

Support your answer with examples from the texts.

(Total for Section A: 25 marks for Reading)

Main Assessment Objective:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them

Supporting Assessment Objective:

- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects

A successful answer will focus on:

- the evocation of a sense of past and present
- ability to see the contrasts
- the poets' language.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

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.

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:

At Grass

Past

Used to be racehorses
Lively scenes at the races

Noisy crowds
Used to have famous names

Present

Now anonymous

Out to pasture in fields
Out in the cold and wind
Still free to run
No longer surrounded by crowds

The change

Colourful scene changed to dark
present
Hustle and bustle changes to stillness

The use of language

similes
metaphors
unusual vocabulary
alliteration

Textual Evidence

Cups and Stakes...
Silks ... Numbers and parasols ...
Squadrons of empty cars, and heat, /
And littered grass
long cry / Hanging unshushed...
names were artificed... Almanacked,
their names live

stands anonymous... Have slipped their
names
unmolesting meadows
cold shade ... wind distresses
gallop for what must be joy
Only the groom...

cold shade... Silks ... parasols... Dusk
brims the shadows
all stole away ... starting-gates ...
crowds ... cries ... unmolesting
meadows

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 on page 13 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

5. Look again at *The Stag* (page 37) and *Trout* (page 45).
What impression do the poets give you of the creatures?

For each poem you should comment on:

- the setting and the physical appearance of the creature or creatures
- the actions described
- the choice of words to make the description clear.

Support your answer with examples from the texts.

(Total for Section A: 25 marks for Reading)

Main Assessment Objective:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them

Supporting Assessment Objective:

- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects

A successful answer will focus on:

- visual images of the creature and the scene
- the feelings of the poet about the creature
- the poet's language.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

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.**

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 Stag

Exmoor and the rain
Traffic - cars of spectators

The wood
Families
Hunters

Hounds

Stag's attempt to escape

Stag battered by trees

Stag caught by hounds

Textual Evidence

rain fell...
traffic jam ... honked ... farmers were parking
tree-fringe ... leafless... dark woodland
kids inside ... mothers and aunts...
While the blue... steady men in oilskins
... horsemen by the river
tumbling invisibly... smash the undergrowth
limbs all cried... doubled back weeping...
trees struck him and the brambles lashed...
loll-tongued hounds to fling all over him...

Trout

Trout still...
...And in motion

Deep river
Catching his prey
Shallow river
Appearance

Hangs...
slips like butter... darts like a tracer- / bullet
depths smooth-skinned...
muzzle gets bull's eye...
water unravels...
fat gun-barrel... white belly

The use of language
unusual descriptive language
metaphor
simile
colour
rhythmic effects

Please refer to the common grid on page 13 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.

6. Look again at *Wind* (page 35) and **ONE** other poem from *Nature* where the power of nature is shown.

How do the poems show this power and its effect on humans?

For each poem you should comment on:

- the ways in which the natural force is described
- how it affects the people who experience it
- particularly vivid words used.

Support your answer with examples from the texts.

(Total for Section A: 25 marks for Reading)

Main Assessment Objective:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them

Supporting Assessment Objective:

- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects

A successful answer will focus on:

- powerful images of nature
- how humans react to the natural events
- the poets' language.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

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.**

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:**

Wind

Power of wind in the countryside

Effect on creatures

Effect on house

Effect on people: fear

Effect on people: threat

Use of Language

metaphor

simile

onomatopoeia

alliteration

assonance

personification

enjambment

rhythm

Textual Evidence

woods crashing ... booming hills
stampeding the fields... [other
examples throughout]

flung a magpie ... black- / Back gull

Rang like some fine green goblet...

grip / Our hearts ... cannot entertain
book...

feel the roots of the house move ...

window tremble to come in...

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 on page 13 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
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	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

SECTION B: NON-FICTION

You must answer the question in this section.
You should spend about 40 minutes on this question.

7. Look again in *The Edexcel Anthology* at *Don't leave me here to die*, by Cathy O'Dowd (pages 58-59).

How does the writer show the difficulties of the decisions she had to make?

You should consider:

- the state the climber Fran was in when she was found
- the problems in trying to rescue her
- what risks Cathy herself faced.

Support your answer with examples from the text.

(Total for Section B: 25 marks for Reading)

Main Assessment Objective:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them

Supporting Assessment Objective:

- understand and evaluate how writers use linguistic and presentational devices to achieve their effects

A successful answer will focus on:

- the challenges that faced Cathy when she came across Fran because of her condition and the mountain
- the thoughts going through Cathy's mind
- the effect on Cathy of making her decision
- using textual evidence to substantiate points made.

Tick valid points which show a sound grasp of the texts and of the requirements of the question. Reward all reasonable points and relevant comments.

Candidates are free to select and comment on textual details in a variety of ways. **The following section illustrates some of the possible points which candidates may make but examiners should evaluate other responses on their merits. It is important to be alert to unusual responses which are well explained and substantiated by effective use of textual evidence.**

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:**

- C's reactions on first discovering the body
- C's feelings about how this affects their expedition
- The description of the state of the climber, Fran
- Fran's desperate appeals to C
- The team's attempts to move Fran
- The effects on C and the team of the cold, after staying with Fran
- The final decision and its impact on C

NOW REFER TO PAGE 16 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	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

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.

8. Write an article for a teenage magazine, informing teenagers how to live a healthy life.

You should write about:

- diet - what to eat and drink
- physical exercise
- what to avoid
- any other relevant points.

(Total for Section C: 25 marks for Writing)

Candidates are required to inform a specified audience of their proposals for a healthy life. They are asked to focus on diet, exercise and other lifestyle choices, so should include points on all three. An appropriate written register will need to be adopted to suit a teenage audience, with language suitable to the task and age-group.

Likely approaches:

- diet - avoiding excessive fat intake, reducing fast foods, calorie control, diets, alcohol
- exercise - taking up or continuing with sports; using a gym regularly; walking or running
- things to avoid: a variety of possibilities: stress, unhealthy work/life balance, drugs, excessive use of alcohol, unsafe sex, dangerous driving, being a 'couch potato'.

Lower band answers will probably be limited to a few undeveloped points under each heading, and may not offer anything substantial on lifestyle choices.

Higher band answers should convey more detailed suggestions under each heading in a way which shows a clear awareness of the audience and mature reflection on the topic. These responses will bring out the significance of the decisions and choices we take in a focused and thoughtful way, drawing relevantly on personal experience and avoiding an inappropriate tone for a teenage audience.

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 magazine article.

NOW REFER TO PAGES 19-20 FOR THE ASSESSMENT OBJECTIVE GRIDS

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

9. “If I ruled the world...”

Describe the most important changes you would like to make and give your reasons.

You should write about:

- things you think would make people happier
- problems you would like to solve
- things that you feel strongly about.

(Total for Section C: 25 marks for Writing)

Candidates are required to describe a number of possible changes to an unspecified audience. They are asked to focus on how to improve people’s lives, seek to solve problems and refer to things which affect them strongly, so should include points on all three. An appropriate written register will need to be adopted to suit the topic, with language suitable to the task.

Likely approaches:

- making people happier - this might generate ideas such as increasing leisure facilities or opportunities, reducing amount or drudgery in work, giving more economic purchasing power to those less well-off
- problems - these could be of various kinds, such as ecological, social (eg racial tensions, war), political, educational, medical
- strong feelings - candidates might have such feelings in any of the above areas; these feelings may include: intolerance, poverty, the class system, corruption in public life; or they might feel strongly about topics of more immediate interest to them as teenagers, such as fashion, music, television, school, bullying.

Lower band answers will probably be limited to a few undeveloped points under each heading, and may not offer substantial proposals under all headings.

Higher band answers should convey more detailed proposals under each heading in a way which shows a clear awareness of things they would wish to change and mature reflection on why. These responses will bring out the significance of their ideas in a focused and thoughtful way, drawing relevantly on personal experience or knowledge of society, for example through new coverage.

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 magazine article.

NOW REFER TO PAGES 19-20 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 (e.g. 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