

Mark Scheme (Results)

November 2007

GCSE

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

Question Number	Question	Mark
1	<p>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

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

• Their importance to the child

She feels the need for an imaginary friend

She now has someone to confide in

My Brendon Gallacher

We'd talk about his family

She becomes afraid mother will discover
truth when she asks questions
Is more lonely when mother discovers truth
Realises the friend has to 'die'

No, no, I'd say

There never have been any Gallachers
He died then, my Brendon Gallacher

- **The use of language**

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

Contrast

Direct speech

Tone

Childlike language

Repetition

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

• The experience

The move from the Caribbean...
... to England
She experiences life in the crowded city
She finds England very cold

Textual Evidence

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

I get accustom to de English life

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

roots

She feels that society is more isolated/less friendly

Loses her sense of belonging
Accepts the new way of living

Never visiting nobody... clear warning

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

- **The use of language**

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

Dialect forms

Humorous expression

Contrast

Colour

Simile

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 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:

- **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

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

- **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

...just like his old man

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

- **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

Textual Evidence

- **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

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

- **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

self-demoted... to washing up

Is afraid he is now disconnected from family
 Is upset that he has become helpless (which he hates)

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

Contrasts past with present
 Daughter's desire to help

(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

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

- **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

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

Neighbours drove me home...

Recalls emotions and reactions of family
Struck by pathos of brother's young age

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

- **The use of language**
Physical description
Sound and sight
Use of time
Focus on individuals
His own feelings
Colour
Imagery

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

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

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 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
- **The use of language**
Reward all relevant examples of language and comments on its effectiveness, eg:

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

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:

- **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

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

- **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.

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:

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- 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 19 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

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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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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 describes 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 22-23 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 22-23 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