

Mark Scheme (Results)

November 2007

GCSE

GCSE English (1203/3F)

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 3 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 8-9 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 8-9 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

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 14-15 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.

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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

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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