

Mark Scheme (Results)

November 2007

GCSE

GCSE English (1203/4H)

SECTION A: MODERN POETRY

There are six questions in this section. You should answer ONE of them.
You should spend about 40 minutes on this question.

In Such a Time as This

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

Assessment Objectives:

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

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

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

A successful answer will focus on:

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

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

From *War Music*

- **Presentation of events**

Noise

Movement

Colour

Drama of confrontation/contrast of warriors

Place of religion/fate

- **Impressions created**

Heroic confrontation

Importance of events (divine involvement)

Physical impact of war

Crowds of warriors

- **The use of language**

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

metaphor

onomatopoeia

alliteration

simile

tone

use of the dash (punctuation)

imagery

vivid language

Refugee Blues

- **Presentation of events**

Their passports no longer valid

Statelessness seen as a form of death

Officials will not deal quickly with them

Seen as a threat to local people's lives

Threat to/ low status of German Jews

- **Impressions created**

they are fearful, as part of persecuted minority

they feel excluded from material wealth

They face the realisation that they are hated

compared unfavourably with animals

- **The use of language**

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

Textual Evidence

clamouring back... slapped

clapper...bell (and others)

Trojans swarmed... Ajax lunged

To soft red pulp... bronze nose

Hector v Ajax (Many quotations)

God stood by Hector's elbow, not his.

Big Ajax... Prince Hector

God was pleased with Hector, not with Ajax

Slapped... soft red pulp

Pruning the bronze nose off

Trojans swarmed so thick

Textual Evidence

old passports...

if you've got no passports

asked... to return next year

they will steal our daily bread

It was Hitler over Europe ...

ten thousand soldiers...looking...

dreamed I saw...

Talking of you and me... we

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

Use of repetition/echo
Strong, song-like rhythm/rhyme scheme
Wistful tone
direct speech
address to 'my dear'
references to animals
words evoking atmosphere
language highlighting displacement

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

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

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

Assessment Objectives:

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

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

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

A successful answer will focus on:

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

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

You Will Be Hearing From Us Shortly

- **The negative presentation**
 - Initially opposed (but less aggressive than later)
 - Believes better qualifications needed
 - 'Ageism'
 - Prejudice against appearance
 - Speech
 - Education
 - Married with children
 - Home/birth/background

Textual Evidence

You feel adequate?

Not... what we had in mind
Now your age
Your looks. Appearance disturbing
That is the way you've always spoken
Were you educated? ('slip of tongue')
The usual dubious desire...
Unsuitable address

- **Impressions and Images**

Tone underlines the presumed inferiority/unsuitability of candidate
Interviewer(s) presented as prejudiced/snobbish/ condescending
Candidate appears to be crushed into acquiescence

Many references

Many references

So glad we agree.

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
Aggressive/ almost rhetorical questions (because not answered)
Sarcastic tone
Short comments
Interviewee's silence
words evoking atmosphere

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

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

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

Identity

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

Assessment Objectives:

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

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

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

A successful answer will focus on:

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

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

Miracle on St David's Day

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

Textual Evidence

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

The labourer's voice recites

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

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

Still I Rise

Textual Evidence

- **The problems**

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

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

Nights of terror and fear

How the character rises above them

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

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

- **The use of language**

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

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

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

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

Assessment Objectives:

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

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

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

A successful answer will focus on:

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

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

I Shall Paint my Nails Red

- **The use of humour**

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

- **The effects of this on the reader**

Find her independent attitude striking
Note that she is striking a blow for women's rights
Use of exaggeration and dramatic effects
The colour red has strong connotations for the reader

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
words which are particularly striking
imagery
use of colour
repetition
incomplete sentences

Textual Evidence

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

Quicker than dyeing...

Ten-minute moratorium
It is reversible

Look like a survivor
My lover will be surprised

Public service... moratorium
I shall paint my nails red

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

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

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

Nature

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

Assessment Objectives:

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

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

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

A successful answer will focus on:

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

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

Mushrooms

- **The images and symbols**

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

- **The ideas**

Represent unseen rise to power
They will persevere/gain strength
They believe in themselves

Textual Evidence

Our foot's in the door
Soft fists ... hammers ...rams
We shall ... inherit
Toes... noses... fists... shoulders
Overnight... discreetly
Nudgers and shovers... in spite of ourselves
We shall inherit the Earth

- **The use of language**

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

Personification

Repetition

Biblical reference

Short, simple lines

Nettles

Textual Evidence

- **The images and symbols**

The 'bed' as something not comforting

Nettles as soldiers (sustained metaphor)

His battle against the nettles as enemy

Idea of burning the dead 'soldiers'

Discovery of reinforcements

'Bed' seemed a curious name

Green spears... regiment... recruits

lashed in fury... fierce parade

Funeral pyre... fallen dead

Tall recruits

- **The ideas**

Father's attempts to protect son by fighting the nettles

Realisation that he cannot do so for ever

Resilience of nature

I took my billhook

My son would feel....

Busy sun and rain had called up tall recruits

- **The use of language**

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

images which are particularly striking

descriptive language

personification

tone

extended (military) metaphor and terminology

onomatopoeia

alliteration

monosyllabic words

hyperbole

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

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

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

Assessment Objectives:

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

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

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

A successful answer will focus on:

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

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

Roe-Deer

- **The creature and setting**

Initial scene - snow
 Colour of the deer
 Unusual, striking sight
 Their departure across the fields

- **The effect on the person/people watching**

The coincidence of the timing of the arrival of the deer
 Felt it was a sign/they had come for him
 fascinated by them/sense of awe

Textual Evidence

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

had happened...the moment I was arriving

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

- **The use of language**

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

Imagery

Metaphors

Alliteration

Compound words

Contrast

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

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

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

READING MARK SCHEME

The 'Best Fit' Approach

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

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

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

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

SECTION B: NON-FICTION

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

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

Assessment Objectives:

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

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

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

A successful answer will focus on:

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

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

The Other Side of the Dale

- **The references to the past**
 - School close to site of Civil War battle (Barton Moor - information from Joseph Barclay); visitors from University come to study the site
 - Place said to be full of the past (shadows, ghosts)
 - Joseph Barclay looks as if he comes from an earlier period (1950s dress and archaic language)
 - School log books going back well over a century
 - Entries from 1898 onward: incompetent headmaster
 - Quotation from 1913 report by an inspector
 - Description of the headmaster after First World War - Mr Macmillan ('Captain Mac')
 - Children researching history of Barton Moor Parochial School - Joseph compiled chronicle from the researches

Artefacts discovered: buckle, musket balls, brass buttons, halberd
Reference to Prince Rupert

- **How they develop the narrative**

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

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

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

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

Creates lively oral work - constructive discussion involving all children

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

NOW REFER TO THE ASSESSMENT OBJECTIVE GRID.

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

READING MARK SCHEME

The 'Best Fit' Approach

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

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

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

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

SECTION C: WRITING TO INFORM, EXPLAIN, DESCRIBE

There are two questions in this section. You should answer ONE of them.
You should spend about 40 minutes on this question.

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

Assessment Objectives:

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

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

Likely approaches:

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

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

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

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

NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.

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

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

Assessment Objectives:

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

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

Likely approaches:

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

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

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

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

NOW REFER TO 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