

# Mark Scheme (Results)

## November 2007

GCSE

GCSE English(1203/5H)

## SECTION A: UNSEEN MEDIA

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

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

### Assessment Objectives:

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

### A successful answer will focus on:

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

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

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

### Content of the web-page

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

### Use of language

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

### Design features, including layout and photographs

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

### Any other aspects which you think are relevant

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

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

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

**NOW REFER TO THE ASSESSMENT OBJECTIVE GRID.**

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

## READING MARK SCHEME

### The 'Best Fit' Approach

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

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

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

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

## SECTION B: WRITING TO ARGUE, PERSUADE, ADVISE

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

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

### Assessment Objectives:

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

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

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

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

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

### In summary, successful answers will:

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

**NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.**

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

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

#### Assessment Objectives:

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

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

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

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

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

#### For

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

#### Against

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

**In summary, successful answers will:**

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

**NOW REFER TO 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 <b>limited success</b> at a basic level	there is <b>little awareness</b> of the purpose of the writing	the writing uses a <b>limited vocabulary</b> and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised way</b>	there is a <b>generally clear sense</b> of the purpose of the writing	the writing includes <b>well-chosen vocabulary</b> and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear text structure</b> , <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen vocabulary</b> and <b>well-controlled</b> variety in the construction of sentences	organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use of a range</b> of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves <b>precision and clarity</b> in presenting <b>compelling and fully-developed</b> ideas	there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	the writing has an <b>extensive vocabulary</b> and <b>mature control</b> in the construction of <b>varied</b> sentence forms	organisation of material is <b>assured</b> , with <b>sophisticated control</b> of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application of a wide range</b> 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	“Too many people jump in their cars rather than walk, cycle or use public transport.”  Comment on this point of view.	(25)

### Assessment Objectives:

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

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

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

### For car use

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

### Against car use

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

**In summary, successful answers will:**

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

**NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.**

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

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

#### Assessment Objectives:

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

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

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

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

#### Countryside

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

#### In summary, successful answers will:

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

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