

Mark Scheme November 2008

GCSE

GCSE English (1203)

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November 2008

Publications Code UG020606

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SECTION A: MODERN POETRY

In Such a Time as This

Question Number	Indicative content	Mark
1	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • commenting clearly on the description of the dead person • showing the feelings and actions of those witnessing death • the writer's language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p>	<p>Total for Section A: 25 Marks for Reading</p>

Death in Leamington

- **Description of the dead person**

Bed-ridden
Isolated
Died alone

- **Reactions of the person present (the nurse)**

Nurse at first unaware/getting on with her duties for the evening
N. has her mind on other things
N. tries to make the room warm
N. speaks to the woman in her usual bright manner
After discovering that there is no response, she quietly leaves the room
Realises there is no more need to heat the house

- **The use of language**

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

personification
use of direct speech
rhetorical questions
alliteration
contrasts
simile.

Textual Evidence

'died in the upstairs bedroom'
'lonely crochet'; 'silent bedstead'
'fingers... dead as the spoken word'
'gray, decaying face'

'came in with the tea things', 'bolted the big round window', 'let the blinds unroll'
'Nurse... alone with her own little soul'

'set a match to the mantle'
'Tea!' 'Wake up! It's nearly *five*.'

'tiptoeing gently down the stairs'

'turned down the gas in the hall'

Dulce et Decorum Est

- **Description of the dying person**

Unable to get gas mask on during gas attack
The gas was suffocating him...
...as if he were in the sea
He was put in the wagon
The appearance of his eyes...
... and face
The sound/sight of his life/blood draining away

- **Reactions of the person present (the narrator)**

Relieved to have fitted the helmet in time
Horrorified but unable to help
Could only watch
Troubled by the memory in his dreams/nightmares
Bitter at the waste of life/disillusioned about patriotic propaganda

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
vivid, strong language
similes
metaphors

Textual Evidence

'Someone still was yelling out and stumbling'
'floundering... fire or lime'
'I saw him drowning as under a green sea'
'We flung him in'
'the white eyes writhing in his face'
'hanging face, like a devil's sick of sin'
'the blood come gargling from the froth-corrupted lungs

'clumsy helmets just in time'
'before my helpless sight'
'dim through the misty panes... I saw him...'
'In all my dreams'

'The old Lie...'

present participles (sound and movement)
onomatopoeia.

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

Question Number	Indicative content	Mark
2	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • how the writers look back to earlier events • what feelings about the past the writers present • the writers' language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p>	<p>Total for Section A: 25 Marks for Reading</p>

The House

Textual Evidence

- **The memories**
Vivid recollections of the house (where he was brought up):
Its size
Its coldness
The lack of light

Infested
Haunted
 - **How the person feels about the place remembered**
Remembers fear at sight of dead body
Feels it was very isolated
But it did have music
It was his home
 - **The use of language**
Reward all relevant examples of language and comments on its effectiveness, eg:
childlike diction
visual images
Alliteration.
- Throughout poem
'had a dozen bedrooms'
'each... cold'
'leave the house dark', 'sunlight never took over'
'rats... cockroaches'
'friendly ghosts'

'Nostrils huge to a child'
'Neighbours never entered'
'It did have a piano'
'I did grow up there'

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.

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

Identity

Question Number	Indicative content	Mark
3	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the presentation of the female character in each poem • explaining what attitudes to life this person has • the writers' language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p>	<p>Total for Section A: 25 Marks for Reading</p>

Not My Best Side

- **The presentation of the woman's character**
The use of a dramatic monologue shows her personality - through chatty, colloquial style
Very influenced by appearances
Practical, realistic, self-centred
Independent
The views of other characters shed light too:
Dragon: not attracted to her
St George: regards her as just being difficult/stubborn

- **Her attitudes to life**
She has modern/contemporary attitudes
She is not an innocent: uses sexual innuendo
Feels a strong sense of physical attraction/revulsion

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

Textual Evidence

Throughout: 'I mean', 'to be honest', 'for all I could tell'
'He might have acne...', 'lovely green skin...'
'still, what could I do?'
'a girl's got to think of her future'

'so unattractive as to be inedible'
'Why be difficult?'

Diction/expression throughout
'see all his equipment'
'so nicely physical' (Dragon), 'I didn't much fancy him' (St George)

colloquialisms
tone
contrasts
rhetorical questions
metaphors
euphemism.

Still I Rise

Textual Evidence

- **The presentation of the woman's character**
Shown as representing the history of her race
Has been treated as someone 'downtrodden'
Is someone used to receiving hatred and rejection
Has been strongly influenced by history of slavery

throughout

'You may trod me in the very dirt'

'You may shoot me...'

'Out of the huts of history's shame'
- **Her attitudes to life**
Has confidence/swagger
Haughty/contemptuous/laughing manner

'sassiness', 'oil wells/Pumping'
'haughtiness', 'laugh like I've got gold mines'

Confident in her sexuality
Defiant/hopeful/triumphant over past
Proud to be black

'sexiness', 'dance... diamonds...'
'dream and the hope', 'I rise'
'black ocean'
- **The use of language**
Reward all relevant examples of language and comments on its effectiveness, eg:
direct speech
repetition
rhetorical questions
similes
metaphors.

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

Question Number	Indicative content	Mark
4	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • showing what it is that has changed in the person's or people's lives • explaining how this change had affected the person or people • the writers' language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p>	<p>Total for Section A: 25 Marks for Reading</p>

Once Upon a Time

- **The change which takes place**
He was once open and trusting
Is now aware people are hypocritical/shallow
Is no longer open/conceals his feelings
- **How the person (the narrator) feels about the change**
Reserved: he now hides his emotions
He feels a sense of rejection/betrayal
Has learnt to act as they do/put on an act

He would like to smile in a genuine way again
He wants to be open again
- **The use of language**
compound words
direct speech
imagery
repetition
contrast.

Textual Evidence

'I used to laugh and smile'
'they shake hands without hearts'

'wear many faces'

'like a fixed portrait smile'
'I find doors shut on me'
'I have learned to wear many faces',
'shows... teeth like a snake's bare fangs'
'So show me, son, /how to laugh'

'I want to unlearn all these muting things'

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

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

Nature

Question Number	Indicative content	Mark
5	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the detail of the description of plant life • the way in which the poet uses the plant or plants as a springboard for the poem's ideas • the writer's language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p>	Total for Section A: 25 Marks for Reading

Thistles

- **The description of the thistles**
Presented as having very strong force
Sharp and painful
They fight against anything that would destroy them
Warlike imagery
- **The ideas which lead on from thinking about them**
Their strength is compared to that of ancient warriors
They are a subterranean power, forcing their way up
Time: ageing
rebirth
Power of natural cycle
Vengeful battle for survival
They always have reinforcements - indestructible
- **The use of language**
Reward all relevant examples of language and comments on its effectiveness, eg:
onomatopoeia
simile

Textual Evidence

'spike the summer air',
'a grasped fistful of splintered weapons'
'rubber tongues of cows', 'hoeing hands of men'
'Splintered weapons'

'decayed Viking'

'thrust up from the underground stain'

'Grow grey, like men'
'Burst of resurrection'
'Fighting back over the same ground'
'It is a feud'
'Their sons appear'

metaphor
alliteration
military diction.

A Blade of Grass

- **The description of the blade of grass**
Simple and straightforward description
Covered in frost
It has a reality/actuality
The recipient of the gift is dissatisfied: it is too simple

- **The ideas which lead on from thinking about the blade of grass**
Contrast between a gift of nature and the creation of a poem
The blade of grass becomes not an alternative to a poem, but becomes the subject of the poem itself
It becomes a symbol of the difficulty of giving and receiving simple gifts

- **The use of language**
Reward all relevant examples of language and comments on its effectiveness, eg:
repetition
simple language
short sentences
you/I contrast throughout.

Textual Evidence

'I offer you a blade of grass'
'It has dressed itself in frost'
'It is more immediate'
'You say it is not good enough'

throughout

'I write you a tragedy...'

'more difficult to offer' ... 'more difficult to accept'

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

Question Number	Indicative content	Mark
6	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the events and sights which affect the person or people • the reactions of the person or people to the sights or events • the writers' language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p>	<p>Total for Section A: 25 Marks for Reading</p>

Wind

- **Events and sights**

The night: being in the house has felt like
being in a storm at sea
the wind has made violent noises
in the woods and hills
there has been fierce rain and
blackness

The morning: sky changes colour
landscape has changed
furious winds continue

Noon: hills and fields are threatened with
destruction

Birds caught by the wind
The house seemed about to collapse

- **People's reactions**

Listen to the sounds of the storm
Narrator finally ventures to look outside
They sit in the house in fear
They cannot think of or do anything else
Huddle by the fire (gives some comfort and
warmth)
Despite fearing the house will be destroyed,
they carry on just sitting there

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
violent verbs (participles)
vivid colour words
metaphors
similes
onomatopoeia
internal rhyme ('black-back')
alliteration
personification ('stones cry out').

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

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

Textual Evidence

'The house has been far out at sea all night'

'woods crashing', 'booming hills'

'black astride and blinding wet'

'orange sky'

'the hills had new places'

'wind wielded blade-light.... Flexing like the
lens of a mad eye'

'the tent of the hills drummed and
strained...', 'the fields quivering'

'flung a magpie', 'a black-/Back gull bent...'

'The house rang...any second would shatter
it', 'seeing the window tremble to come in'

First part

'I dared once to look'

'We grip our hearts'

'cannot entertain book...'

'We watch the fire blazing'

'But sit on'

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

Question Number	Indicative content	Mark
7	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • giving a clear account of the two women, their characters and attitudes • showing their relationship with the schoolchildren • using textual evidence to substantiate points made. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. In particular look for evidence that the candidates have understood how attitudes have changed over a period of time.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p> <ul style="list-style-type: none"> • The two women: appearance and character <p><u>Miss Precious</u> Positive about the school: 'we are very fortunate' Is a protective type of person: 'gathering up her chicks' Is interested in the school's history and proud of it and amused by the entries (spelling errors)</p> <p><u>Mrs Durdon</u> First impressions: 'a small, nervous-looking woman' This confirmed by hand and eye movements: 'hand trembled slightly', 'blinked rapidly' Is an effective teacher: 'a very good teacher' Dresses warmly for playground duty: 'donned a thick black coat, heavy scarf, white woolly hat and white boots... waddled off'</p> • Attitudes to children <p>They liked to welcome the children each morning Their concern shown by desire to communicate with parents each day: 'say a few words to parents' Proud of children's work on the history of the school (Miss P) Keen to give Joseph Barclay the support he needs ('he's</p> 	<p>Total for Section B: 25 Marks for Reading</p>

	<p>the young man I wanted to pick your brains about') (Miss P)</p> <p>Realises Joseph is an exceptional student ('Joseph has more history in his little finger...')</p> <p>Encourages children's participation, eg Emily</p> <ul style="list-style-type: none"> • The children's reactions <p>Evidence of a good, warm relationship: 'hubbub of excited children obviously clustering around their teachers'</p> <p>Talk to teachers in a lively way: 'animated conversations'</p> <p>Children at ease with their teachers: 'exchanges and uninhibited laughter'</p> <p>Children work well for the teachers: 'the standard of reading was high as was the written work'</p> <p>In applying the grid, bear in mind the need for the 'best fit' approach.</p>	
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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 C: WRITING TO INFORM, EXPLAIN, DESCRIBE

Question Number	Indicative content	Mark
8	<p>Candidates are required to produce a website contribution about themselves as individuals. An appropriate <u>written register</u> will need to be adopted for a website contribution, with <u>language</u> suitable to the task.</p> <p>Likely approaches Candidates are likely to focus on:</p> <ul style="list-style-type: none"> • What they feel is different or unusual about themselves as individuals. They may well write about their physical appearance and how they feel about this. They are likely to refer to their way of life and interests, as well as referring to their personality and character and what they feel makes them the kind of person they are.) • Specifics about the way they present themselves, such as clothing style and ornamentation. They may discuss how they choose their look to convey a particular image of themselves - hairstyles, make-up, possibly use of tattoos or piercings to make them feel more individual. They should write about the clothing they wear: they may refer to school uniform as an inhibitor of individuality (they may make subtle individual adjustments), but the main focus is likely to be on the clothes they choose themselves: what kind of statement about themselves these make. • How they feel that other people see their qualities and character. They may distinguish between how they seem to different groups: to close family, to friends, to strangers. They may well examine whether they are seen as introvert or extrovert, shy or gregarious, friendly or reserved. Sense of humour, degree of talkativeness, whether they feel they are well-liked - such features may well be discussed, but not necessarily: it will depend on how much candidates choose to reveal about themselves. <p>For the final bullet-point on 'not following the crowd', there will be some overlap with earlier points, but accept all justified personal comments on standing out from others.</p> <p>Lower band answers will probably be limited to a few undeveloped points, giving only a brief sense of themselves as individuals, perhaps with little to relate the writing to the title.</p> <p>Higher band answers should convey more detailed description and explanation, which gives the reader a real sense of an individual. These responses will relate clearly to the title; candidates should be rewarded for evidence of careful thought about the subject, as well as for using an appropriate tone for a website contribution.</p> <p>The above points are possible indicators of content and approach, but examiners are asked to be open-minded and to</p>	Total for Section C: 25 Marks for Writing

	<p>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 and information, with a suitable style for a website.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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Question Number	Indicative content	Mark
9	<p>Candidates are required to write a report for a newspaper, containing an eye-witness account of a high street incident. An appropriate register will need to be adopted to convey the description, with <u>language</u> suitable to the task.</p> <p>Likely approaches Candidates are likely to:</p> <ul style="list-style-type: none"> • Present themselves as eye witnesses who saw either the original incident (brick through the window, hand in the till or items being hidden in clothes or bag, for example) or the aftermath (such as, thieves running away with someone in hot pursuit) - or they may deal with the whole event. • Try to demonstrate that they are convincing witnesses by the quality and detail of their reporting, including physical description of the criminals, the reactions of people from the shop, how passers-by responded to the event. • Include details about the nature of the shop where the incident took place and what, if anything, was taken. They may be able to describe exactly what was stolen, or may say they could not tell because it was concealed in a garment or bag. <p>Lower band answers will probably be limited to a few undeveloped points, and may lack detail, giving only a brief, general picture of events.</p> <p>Higher band answers will convey a clear description, with sharply pictured details, in a way which shows a good awareness of the task.</p> <p>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 newspaper report.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	<p>Total for Section C: 25 Marks for Writing</p>

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 A: UNSEEN MEDIA

Question Number	Indicative content	Mark
1	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the ways in which the pages present ideas, images and comments about Modbury's and Hebden Bridge's decision • 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. <p>Candidates are free to interpret textual details in a variety of ways. The following section represents a likely reading of the texts 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.</p> <p>Candidates are required to address all of the bullet points by selecting what they regard as the most relevant or important aspects of the texts. 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.</p> <p>Content of the Modbury page</p> <ul style="list-style-type: none"> • personal address to reader: 'Hello, Thank you for logging on...' • date (1 May 2007) and details of the start of the campaign - all shops involved • national and international publicity • Modbury deal - anything put in a bag by Modbury traders will not go into a plastic bag • second stage: aim to cut down on plastic packaging in Modbury - role of Modbury traders in not handing out any additional packaging • message to all communities to take up Modbury's example - though not a blueprint - and to read about information and help available - emphasises community 	<p>Total for Section A: 25 Marks for Reading</p>

involvement: 'Shared here'.

Content of the Hebden Bridge page

- 'We are what we do' - window stickers offered to shops involved: 'Plastic Aint My Bag'
- photos of traders involved wanted for the above web site
- details of scheme so far - 59 shops involved, 17 offering recyclable alternatives to plastic bags; 27 still giving out new plastic bags for various reasons
- recognition of Modbury's pioneering work and web site in persuading people to join the cause
- importance of change in shopping habits of those living in Hebden Bridge
- higher profile of town will help traders
- start date (1 September 2007)
- if shoppers do not bring their own bags, they can buy for 5p a plant starch-based, home compostable bag
- information on recycling facilities in Hebden Bridge (Kerbside recycling or plastics at EKKO)
- strong plea to preserve environment

Use of language on the Modbury page

- large 'Welcome' to encourage people/towns to use web site
- clear, straightforward, factual: 'On May 1st...'; 'The Modbury deal is...'
- use of 'we', 'us', 'you' - inclusive and personal approach: 'If all of us can do it, so can you!'
- 'Hit the international headlines': proud of their success - note frequency of repetition of 'Modbury' on the page
- repetition of 'all'
- positive tone: 'we can certainly'; 'will inspire'
- emphasis on community involvement and decision
- references to the support Modbury can offer: 'help', 'knowledge', 'shared'

Use of language on the Hebden Bridge page

- positive approach and pride: 'We are part of a national campaign now (and international)!'
- pride also in the change to shoppers' habits: 'significant shift'; 'everywhere you go you can witness how they have embraced the initiative'
- strong recognition of debt to Modbury: 'could we draw your attention to the fantastically informative Modbury website'
- colloquial language: 'Hooray!'
- but also some more 'technical' language: 'scientific or quantifiable'
- use of questions, exclamation marks for immediacy (many eggs)
- repetition of yes (in the bullet points) - building to 'yes yes yes'

Design features of the Modbury page, including layout and photographs

- blue and white square-framed idyllic silhouette of town (steeple, birds, hills, trees, nestling houses) – like travel brochure/tourist advert, promoting the town
- use of colour: blue and white, as above; brown for ‘If all of us can do it...’; yellow shades – for the inset box on bottom right: information and advice; black box with white on black (reversed) writing for the insert on the WWF notice ‘Modbury wins Top environmental Award’ and the panda logo of WWF
- different sized fonts for designs to top and right hand side of page, to make points stand out

Design features of the Hebden Bridge page, including layout and photographs

- green heading (for a ‘green’ town)
- lively, coloured picture of smiling shoppers (young and old) with all types of non-plastic bags – paper, ‘big green bag’, fabric bags: in front of promotional stall
- additional information on right-hand side
- prominent quotation on top right: ‘I don’t want a plastic bag...’
- use of coloured map of Devon, showing position of Modbury,
- small, colourful photo to advertise the BBC documentary ‘Message in the waves’:
- eye-catching and humorous ‘bag ladies’ (in fact Hebden Bridge ladies promoting the campaign) with their ‘mission statement’
- main text ends with underlined large font for bullet points: culminates in strong rallying cry, with repeated ‘YES YES YES’

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.

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

Question Number	Indicative content	Mark
2	<p style="text-align: center;">Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. A variety of reasonably formal formats may be adopted appropriate to the writing of a talk. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <ul style="list-style-type: none"> • evidence of how much of a problem there is within school/college (litter 'blackspots'): internally: classrooms, corridors, social areas; in external areas, around litter bins; on fields; in passageways; near sheds • argument as to why it matters - ugly, shows students not taking care, unattractive to visitors, lack of pride in the institution • why the problem needs to be tackled: if left to individuals nothing gets done; important to get backing of students ; need for organisation, slogans, advertising campaign, team clear-ups • possible suggestions for the school/college council include sessions in student assemblies or citizenship lessons, poster campaign, leaflets, fund-raising events, sponsorship, team litter clearance activities. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader persuasion relevant to the chosen question • maintain a clear focus on relevant issues • present a clear script for a talk, 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. <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	<p>Total for Section B: 25 Marks for Writing</p>

Question Number	Indicative content	Mark
3	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The answer needs to show a sense of an appropriate letter form for writing to a newspaper, although there is no single approved way of setting out a letter. The opening should be addressed to the editor (eg, Dear Sir/Madam), and have an appropriate conclusion (Yours faithfully/sincerely). Headings or addresses are not required. The tone and style should reflect the context and are likely to be reasonably formal.</p> <p>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.</p> <p>Arguments for the raising of the age may include:</p> <ul style="list-style-type: none"> • it would keep the roads safer, as it would clear the roads of some of the most dangerous drivers • it would save lives, both of the drivers and of their passengers (often also young), as well as drivers of other cars or pedestrians/cyclists • the roads would be clearer - with fewer cars on the road • it would give young people more time to mature and become responsible and careful • young people would be helped to avoid getting into debt • environmental problems would be reduced • it would encourage the use of public transport or bikes, which would help keep young people fit. <p>Arguments against the raising of the age include:</p> <ul style="list-style-type: none"> • it could be seen as violating the rights of the young • it is inconvenient: many young people need cars to get to work or college, because especially in rural areas there is either a lack of public transport or of alternative means of travel such as lifts from family or friends • inconsistent - young people are allowed to do other things (marry, vote, drink in bars, etc) at an earlier age • unfair: it suggests that all young people are bad drivers - why should very old people be allowed to drive: the young can be much better drivers because of their skills or speed of reaction, the new stricter driving test and the increased need to know the Highway Code 	<p>Total for Section B: 25 Marks for Writing</p>

- increased danger to young people - especially young women - who have to rely on public transport or walking home late at night.

In summary, successful answers will:

- convey to the reader argument relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear structure for a letter, 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.

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

Question Number	Indicative content	Mark
4	<p style="text-align: center;">Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. The report is to your fellow judges, so it is assumed that a reasonably formal approach is likely to be required. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <p><u><i>Musician (whether singers, instrumentalists or bands, eg)</i></u></p> <p><u><i>Qualities and skills</i></u></p> <ul style="list-style-type: none"> • good technical skills, eg tuning, sense of rhythm, accuracy, dynamics, musicality • good diction/clarity of sound so that listeners can hear/understand easily • ability to communicate effectively: humour, projection, rapport • understanding of important musical styles and trends • good image/personality: star quality • (for a band): sense of unity/harmony, overall consistency and style. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader analysis relevant to the chosen question • maintain a clear focus on relevant issues • reveal a clear structure for a report, 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. <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	<p>Total for Section C: 25 Marks for Writing</p>

Question Number	Indicative content	Mark
5	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The answer needs to show a sense of an appropriate letter form for writing to the council, although there is no single approved way of setting out a letter. The opening should be addressed formally (eg, Dear Sir/Madam, or a name), and have an appropriate conclusion (Yours faithfully/sincerely). Headings or addresses are not required. The tone and style should reflect the context and are likely to be reasonably formal.</p> <p>Why it would be a good idea</p> <ul style="list-style-type: none"> • children and parents do not feel safe or satisfied with the present situation • children need more opportunities for fresh air and exercise, because of increasing obesity and lack of fitness • the new arrangements should make the area quieter and create a better environment • young children do not always have the opportunity to play with others outside or on special equipment: they spend too much time indoors watching television or playing computer games • skateboarding is a popular activity for teenagers • there are few places for teenagers to meet. <p>Why it would not be a good idea</p> <ul style="list-style-type: none"> • there are plenty of parks and playgrounds play facilities • it will still not be completely safe for children if they play unsupervised, without parents, carers or wardens/park keepers • facilities easily become broken or vandalised, or taken over by groups of older children • if this affected access for cars, it could make parking more difficult for residents • young children and teenagers will be too close together - dangers to small children from boisterous teenagers • antisocial behaviour. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader comment relevant to the chosen question • maintain a clear focus on relevant issues • reveal a clear structure for a letter, supported by effective paragraphing and the use of cohesive devices 	<p>Total for Section C: 25 Marks for Writing</p>

	<ul style="list-style-type: none"> • 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. <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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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	there is strong, consistent fulfilment of the writing task,	the writing has an extensive vocabulary and mature control in	organisation of material is assured , with sophisticated control of text structure, skilfully sustained

	compelling and fully-developed ideas	sharply focused on the writer's purpose	the construction of varied sentence forms	paragraphing and the effective application of a wide range of markers of textual cohesion
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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 A: MODERN POETRY

In Such a Time as This

Question Number	Indicative content	Mark
1	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the way in which children are shown to use their imagination to conjure ideas and pictures • the strength of these images and their presentation • the writers' language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p>	<p>Total for Section A: 25 Marks for Reading</p>

Half-past Two

Power of child's imagination

Use of made-up compound words
Clockface imagined in human terms

Escape into imaginary world

Imagines smells
Imagines exaggerated sounds
Imagines himself in a different place

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
use of compound words
use of capital letters for emphasis
words evoking senses (sight, sound) personification
use of direct speech
onomatopoeia.

Textual Evidence

'Gettinguptime', etc
'little eyes and two long legs'
'he knew he'd escaped for ever'... 'out of reach of all the timefors'
'old chrysanthemums'
'silent noise his hangnail made'
'into the air outside the window, into ever'

Yellow

Power of child's imagination

Imaginative use of the colour yellow to create visual links
Nature imagined in human terms

Links herself to the bird

Strong and vivid pictures

Imagined words of relatives

Objects thought to have feelings, eg the plate and its contents

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
words evoking senses (sight, sound, character)
personification (as in above examples)
alliteration
simile
metaphor
use of direct speech.

Textual Evidence

throughout
'The hedge has its hair cut'
'The crocuses' yellow tongues try to talk'
'nest of hair'
'budgies born in my curls'
'tea towel that is the map of New Zealand'
'Now look here Comrade!'
'Not listening Not listening'
'Don't be fussy! Get that down you!' etc.
'because it's slimming'
'passionate beetroot balls'
'happy yellow pineapple ring'
'pickled onions stare like blind eyes'

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

Question Number	Indicative content	Mark
2	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the effects created by the use of silence in each poem • what mood and atmosphere are evoked • the writers' use of language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p>	<p>Total for Section A: 25 Marks for Reading</p>

Death in Leamington

- The use of silence

Silence of the room
Lack of activity inside it
Simile of woman's fingers

Nurse not speaking when she arrives
Silence of 'things'
A few quiet words break the silence yet there is no reply
Imagined sounds
Silence of the bed
Quiet surroundings
Nurse's quiet departure

- The effects created

Builds atmosphere of a room of death
Nurse quietly performs her routines as though everything is normal
She speaks to a dead woman who cannot reply
Finally Nurse realises that woman is dead
Sense of the old house as decaying and dying, just like the woman
Nurse's silent departure: air of finality; she joins in the silence

- The use of language

Reward all relevant examples of language and comments on its effectiveness, eg:
alliteration
rhetorical questions
simile
archaic effects ('ev'ning', 'work'd', etc)
use of direct speech
use of contrast (silence/sound, life/death, woman/house)

Textual Evidence

'light...shone through'
'lonely crochet lay patiently and unstirred'
'dead as the spoken word'
'alone with her own little soul'
'the things were alone with theirs'
'Tea'... 'tiny voice'... 'Wake up!'

'Do you hear the plaster drop?'
'Silent bedstead'
'calm of a Leamington ev'ning'
'tiptoed gently'

Opening stanzas
'And Nurse came in....'

'Tea'....

'Nurse looked...'
'stucco is peeling'... 'plaster drop'

'turned down the gas'; 'tiptoeing gently'

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.

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

Identity

Question Number	Indicative content	Mark
3	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the places which are presented in each poem • how the writers' thoughts and feelings are prompted by these places • the writers' language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p>	Total for Section A: 25 Marks for Reading

An Unknown Girl

Textual Evidence

- **The description of place**
The lights of the bazaar
Colourful scene
Description of Westernised shops
Fabrics all around

Becomes quiet in the evening
- **Effect on writer's thoughts and feelings**
Feels she is in an unusual, exotic place
Anonymity of the experience
Memories of the visit to India keep reappearing
Brings a sense of wanting to return, nostalgia
- **The use of language**

'studded with neon'
'colours leave the street/float up in balloons'
'dummies... with their Western perms'
'Banners for Miss India 1993... curtain cloth and sofa cloth'
'Furious streets are hushed'

Descriptions throughout
'An unknown girl'
'India appears and reappears'
'lean across a country'... 'longing...'

Reward all relevant examples of language and comments on its effectiveness, eg:
 sight/colour words
 metaphor
 similes
 repetition
 short lines/meandering henna lines.

The Road Not Taken

- **The description of place**
 The fork in the route ahead
 Colour of the wood
 Path disappearing into the mass of greenery
 One path less worn and covered with grass
 Fallen leaves had not been walked on
- **Effect on writer's thoughts and feelings**
 He is immediately presented with a choice
 he does not wish to have to make
 Chooses the one not so well trodden
 Feels this gives it the better reason for
 choosing it
 But then realises there is really very little
 difference in wear
 Thinks he will go along the other path later
 But then realises the unlikelihood of being
 able to retrace his steps or return
 Looks back on the experience with
 sadness/regret
 The choice has had a great effect on his life
 Reflection on the journey becomes a
 metaphor for crucial choices on life's
 journey
- **The use of language**
 Reward all relevant examples of language
 and comments on its effectiveness, eg:
 use of rhyme
 descriptive words
 exclamation
 repetition ('took the other... took the one')
 conversational tone.

Textual Evidence

'two roads diverged'
 'yellow wood'
 'where it bent in the undergrowth'
 'grassy and wanted wear'
 'leaves no step had trodden black'

'Sorry I could not travel both'

'Because it was grassy...'
 'As having perhaps the better claim'

'Had worn them really about the same'

'Oh, I kept the first for another day'
 'I doubted if I should ever come back...'

'Telling this with a sigh'

'That has made all the difference'
 throughout poem

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

Question Number	Indicative content	Mark
4	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the nature of the relationship(s) shown in each poem • the strength of feelings of admiration or respect that one person shows towards another • the writers' language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p>	<p>Total for Section A: 25 Marks for Reading</p>

Follower

- **The relationship and respect**

Description of his father's appearance
Ability to make horses obey his every sound
Admires his expertise at his craft
Description of the skill of the ploughing
Has a precise eye for the task
Feels awkward and clumsy in comparison
Loves to ride on his father's back
Wishes to be able to take after his father
Feels he was always in his father's shadow
(literally and metaphorically)
Feels he was just a nuisance to his father
Is aware of (saddened by?) effects of time,
so that roles are now reversed
Even finds himself now irritated by his
father, now an old man

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
similes
onomatopoeia
metaphors
detailed descriptions of ploughing process
enjambment
rhyme
monosyllabic words (slow, regular motion; hard earth).

Textual Evidence

'shoulders globed like a full sail...'
'horses strained at his clicking tongue'
'An expert'.
'He would set...'
'Mapping the furrow exactly'
'I stumbled... fell'
'Rode me on his back'
'I wanted to grow up and plough'
'Follow in his broad shadow'

'I was a nuisance, tripping, falling'
'Today it is my father....'

'Will not go away'.

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

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

Question Number	Indicative content	Mark
5	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the images which are presented • how these convey a sense of strength • the writers' language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p>	<p>Total for Section A: 25 Marks for Reading</p>

Nettles

- **The images presented and their strength**

Nettle bed - strange idea because not comfortable

The nettles are compared to weapons

They are personified: an angry army

They need to be attacked vigorously

They are buried like dead soldiers after a historic battle

However, they are unstoppable because they can constantly obtain reinforcements

They can continue to inflict damage

- **Their strength**

Malicious

Power to inflict pain

Power of nettles and nature to regenerate strongly through effects of weather

Warlike and violent imagery

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg: personification (as above)

alliteration

violent verbs ('slashed')

metaphors.

Textual Evidence

'"Bed" seemed a curious name'

'green spears'

'regiment of spite'; 'fierce parade'

'slashed in fury'

'funeral pyre'... 'fallen dead'

'tall recruits'

'sharp wounds again'

'regiment of spite'

'white blisters beaded on his tender skin'; 'sharp wounds'

'busy sun and rain...'

throughout poem

Trout

- **The images presented**

The trout is presented as a weapon of war

Rapid easy movement

Trout aims at target and hits it

Deadly strike on object attacked

Is a guided missile

Or an unending supply of bullets

- **Their strength**

Trout shown as an effective killer

Violence of imagery; pitiless killing

- **The use of language**

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

military imagery

similes

metaphor

alliteration

monosyllabic verbs ('slips', 'darts', 'fired').

Textual Evidence

'fat gun-barrel'

'slips like butter...'

'his muzzle gets bull's eye'

'torpedoed'

'fired from the shallows'

'tracer-bullet'... 'never burnt out'

throughout poem

'cold blood', 'ramrodding'. 'torpedoed'

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

Question Number	Indicative content	Mark
6	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the people who are described • the relationships and emotions presented • the writers' language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p>	<p>Total for Section A: 25 Marks for Reading</p>

Keeping Orchids

- **The characters and their relationship**
The narrator meets her mother for the first time
She carries the flowers as though she is **their** mother
Finds it difficult to remember what her mother looks like
Or sounds like
She can only remember her hands
Tries to bring back her precise image
Needs the flowers to prove that they had actually met
Remembers the awkwardness of her mother's movements and embrace
Thinks about what she has learnt of her mother's unhappy life
Tries to keep the orchids alive

- **The emotions portrayed**
The mother is shown as nervous about the meeting and about talking of her life

The daughter has found the meeting very unsettling
She wishes she can hold on to her mother, but this fleeting meeting is not enough to sustain a relationship
She desperately tries to cling to the memory, by trying to keep the flowers alive
She does not know what to expect of the future
She feels aware of a secret life previously unknown

The use of language

- Reward all relevant examples of language and comments on its effectiveness, eg:
imagery of the flowers
similes
metaphors
descriptive details
personification of time.

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

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

Textual Evidence

'my mother gave me when we first met'

'like a baby in a shawl'

'Her face is fading fast'

'her voice rushes through a tunnel'

'my mother's hands are all I have'

'I close my eyes and try to remember exactly'

'the proof of meeting'

'awkward and hard to hold'

'Her secret life...'

'cutting the stems...'

'fold and unfold...'

'Airtight.'

shown through the descriptions of the flowers throughout

'Boiling water makes flowers live longer...'

'A door opens and closes. Time is outside waiting.'

'buds remain closed as secrets'; 'the closed ones did not open out'.

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

Question Number	Indicative content	Mark
7	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the way in which the argument is presented • the examples chosen to support the argument • the textual evidence to show the writer's use of language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>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.</p> <p>The following section illustrates <u>some</u> points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</p> <p><u>School sports culture leads to violence</u></p> <ul style="list-style-type: none"> • The argument against American society's attitude to school sport The headline and the introductory text make it clear - with emotive language - that the writer disapproves of the 'deification' of student athletes School sport has become a big business It is supported by huge numbers and television coverage 	Total for Section B: 25 Marks for Reading

	<p>Schoolchildren are treated as 'heroes' if they excel in sport This has a negative effect on the perception of those who do not There can be violence and bullying as a result The successful athletes are treated differently, spoilt and allowed to do as they like The amount of money in school sport leads to talent spotting and underestimating the importance of academic work Being a sports star is short-lived, and this may not prepare young people effectively for life outside sport.</p> <ul style="list-style-type: none"> • How this argument is supported by the language used and the examples chosen March Madness: the knockout basketball competition The Oxford/Cambridge boat race: a one-off, showing difference between Britain and US Whole communities turning out to watch inter-school games The explosion of girls' football Schoolboy shootings in California Commercial sponsorship brings millions of dollars into colleges Low graduation rates among basketball players Emotive language for how athletes are treated: 'godlike status', heroes', 'school jocks' And for non-athletes: 'nerds', 'dweebs' Use of rhetorical question: 'What does that make those who are not?' Use of alliteration (scathing?): 'prodigies... polite pretence'. Draws striking contrasts: 'thousands...tens of millions'. <p>In applying the grid, bear in mind the need for the 'best fit' approach.</p>	
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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

Question Number	Indicative content	Mark
8	<p>Candidates are required to write a magazine article. An appropriate <u>register</u> will need to be adopted for this, with <u>language</u> suitable to the task.</p> <p>Likely approaches: The candidates may express a range of views about how much violence there is on television and whether this has harmful effects on viewers. What is important is that they offer a clear explanation of why they hold the views they do, rather than simply stating or arguing a particular case. The key point to look for is the quality of writing which shows an ability to set out reasons clearly and cogently. Candidates may refer to particular programmes which include elements of violence, and say whether they feel these are justified or gratuitous, and whether watching violence can have harmful effects. They may refer to the possibility of criminals or impressionable young people being influenced by what they have seen on television. They may discuss issues of censorship, including the use of the watershed or screening devices, and refer to the fact that, with so many channels now available through satellite or cable, there are more programmes which focus on showing violent actions (such as programmes on police videos, for example).</p> <p>Lower band answers will probably be limited to a few undeveloped points, stating a view but not offering much in the way of explanation.</p> <p>Higher band answers should convey their views in a way which shows a clear awareness of the task and the ability to present their explanation strongly, drawing on evidence and reasons to support this.</p> <p>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, to produce a well-reasoned magazine article.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	<p>Total for Section C: 25 Marks for Writing</p>

Question Number	Indicative content	Mark
9	<p>Candidates are required to produce a written report for consideration by a public body. An appropriate <u>written register</u> will need to be adopted for a report of this kind, with <u>language</u> suitable to the task.</p> <p>Likely approaches: Candidates are likely to look at how a library now has to be more than a place where people take books out. They should include reference to other items, such as videos or music CDs/DVDs. They are likely to show a recognition that libraries are often places where people go to undertake research, using a range of facilities, especially those based on information technology, but perhaps also referring to local records or registers. They may think about separating a library into a number of areas, for example one with space for computer work stations, one for quiet reading of magazines or newspapers, one for children. They may suggest additional facilities such as a local history section with museum artefacts, or a café. They may argue that the place of books has to be thought of very differently, as a result of changing patterns of reading and behaviour.</p> <p>Lower band answers will probably be limited to a few undeveloped points, and may lack detail, giving only a general idea of the kind of library they would like.</p> <p>Higher band answers will offer a thoughtful and personal response to the task, with evidence of their ideas about design and the balance of the resources to be made available. These responses will provide the reader with insight into how they think a library of the future will work effectively.</p> <p>The above points are possible indicators of content and approach; 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 report in explaining a young person's view of a future library.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	<p>Total for Section C: 25 Marks for Writing</p>

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 A: UNSEEN MEDIA

Question Number	Indicative content	Mark
1	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the ways in which the magazine pages and the advertisement present ideas, images and comments about going green and recycling • ways in which the content, headings, language, pictures and any other features of layout and design contribute to particular effects and impressions of the issues concerning going green and recycling • explaining and justifying a personal response to the materials • using textual evidence to substantiate points made. <p>Candidates are free to interpret textual details in a variety of ways. The following section represents a likely reading of the texts 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.</p> <p>Candidates are required to address the bullet points by selecting what they regard as the most relevant or important aspects of the texts. 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.</p> <p>Content of the magazine pages</p> <ul style="list-style-type: none"> • clear focus on the ways to make your home 'planet-friendly' • concentration on different areas of the house (bathroom, living room, bedroom, kitchen, garden) <ul style="list-style-type: none"> ○ bathroom: shower, not bath; maximum five minutes; be economical with water in the toilet; use recycled toilet rolls; use eco-friendly cleaning products; use a cup of water for cleaning teeth ○ living room: do not leave things (eg TV) on standby; switch lights off; wear a sweater rather than turning up heating; recycle wrapping paper; use plants to keep the air clean 	<p>Total for Section A: 25 Marks for Reading</p>

- bedroom: save paper; turn off computer; recycle objects (bottles into lava lamps); recycle clothes or give away to charity
- kitchen: use separate bins for cans, food and plastics; use bowl for washing up; use cloth shopping bags not plastic; eat organic, free-of-chemicals food or Fairtrade
- garden: composting food scraps; encouraging birds into garden; importance of cycling; growing own vegetables and herbs; cultivating a wild patch to encourage butterflies and moths.

Content of the advertisement

- reasons for recycling: 'Londoners produce 3.4 million tonnes of rubbish a year' - 'enough to fill a skyscraper every ten days'; 'Londoners currently recycle 21% of their rubbish'; analysis shows that three times as much of what we currently throw out could be recycled
- worsening problem: more packaging and disposable goods
- importance of recycling kitchen and green garden waste
- fertiliser able to be produced from recycling kitchen waste
- nature's own way of recycling.

Use of language in the magazine pages

- as it is a magazine spread for children, language is accessible
- headline: large font with colour change from yellow to reflect 'green' subject-matter
- headings for each room in 'cartouches' with green background and white lettering
- immediacy - 'just remember'
- important focus on what a difference you can make: 'even the smallest things can make a HUGE difference'
- use of colloquial language: 'folks', rather than 'family'; '*chirpy mates*', not 'birds'; 'crazy ways'; 'veggies'
- use of statistics to emphasise effect and importance of changing habits
- use of abbreviations/contractions: 'don't', 'you've', 'you'll', 'they're', 'isn't', 'it's'
- use of exclamations: 'you'll save litres of H₂O [note scientific use]!'; 'great for greening up your home!'
- use of frequent imperatives to encourage the children to get involved: 'have', 'ask', 'use'. 'recycle', 'watch', 'plant', 'make', etc
- invitation to reader to be imaginative and creative: 'use your imagination...'
- use of rhetorical questions: 'Why drive if you can ride?'; 'Why not let a patch of your garden go wild?'; 'Why not donate them [clothes] to charity?'
- additional information contained in message running along foot of page: 90% of marine litter is plastic; half medicinal plants come from rain forests; 'wind is the

fastest-growing energy source in the world'

- use of alliteration: 'colourful crib'; 'great for greening'; 'compost corner'
- onomatopoeia: 'squeaky clean'
- pun: 'be the *off*-icial light switcher'.

Use of language in the advertisement

- clear, factual language - stressing organic features and 'nature's own way'; 'insects, bugs and other soil organisms break down organic material'; 'rich fertiliser that's great for your plants'
- statistical information: '3.4 million tonnes of rubbish a year'; 'fill a skyscraper every ten days'; 'currently recycle 21% of their rubbish'; in 'Latest News': aim to recycle three times more rubbish; 'over 60%...can be recycled'
- welcome to the website: **dedicated** to make recycling easier
- the bin sack talks in a colloquial way: 'All I want is a tin can. Go on, please!'.

Design features of the magazine pages, including layout and pictures

- use of colour: predominant focus on the word and colour 'green' - in the title; use of green in the 'frieze' running along the top; paler green on dark green background of the garden, at foot of page, where the text message runs along in lighter green with black print
- use of italics: in the garden: 'you can make a *real* garden salad...'
- use of bullet points throughout, in yellow boxes with green bullets for rooms in house and in green box with yellow bullets for garden
- use of cartoon-style pictures: bright colours - the four rooms (framed in pink, with a roof) representational of a house with the green garden on either side of the rooms; these pictures give an informal effect, with humour and appeal to young people; happy birds singing in garden
- happy, caricatured people in each room - enjoying the 'green' quality of their surroundings
- each picture highlights the major energy-saving devices for the particular room - relates to the yellow-boxed bullet points; in bathroom, stopwatch, eco-friendly toilet cleaner, tooth-cup; in living room: recycled cards; in the kitchen, recycling boxes with separate labels; washing up in bowl in sink; non-plastic bag; in the garden, composter; bike, watering with watering-can, not sprinkler; eco-friendly garden attracts butterflies
- humorous effects include the strategically-placed foam and stopwatch (to show that he should not waste time) of the man in the shower; the card with age-changes in living room;
- cross-reference to webpage for more information

(turning bottle into lava lamp).

Design features of the advertisement, including layout and pictures

- the use of the green background for the picture, including the talking bin sack, which has tied 'ears' and a 'mouth'
- use of light-coloured 'bubble' for the bin sack's speech
- headline within box, with offset letters creating informal feel
- recycle for London logo, with circling arrow to suggest recycling
- reference to helpline so that people can find out more
- uncluttered page - plenty of white space
- apart from main 'advert', headings are small and unobtrusive, though in bold type.

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.

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

Question Number	Indicative content	Mark
2	<p>Assessment Objectives:</p> <p>communicate clearly and imaginatively, using and adapting forms for different readers and purposes</p> <ul style="list-style-type: none"> • organise ideas into sentences, paragraphs and whole texts • use a range of sentence structures effectively with accurate punctuation and spelling. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The answer needs to show a sense of an appropriate letter form to the stated audience, although there is no single approved way of setting out a letter. The opening should be addressed to the manager (eg, Dear Sir/Madam, or use a name), and have an appropriate conclusion (Yours faithfully/sincerely). Headings or addresses are not required. The tone and style should reflect the context and be reasonably formal.</p> <p>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:</p> <p>Candidates are likely to focus on items which they perceive to be heavily packaged unnecessarily. Their choices may vary, but are likely to focus especially on items of food, although they may include other aspects of supermarkets' repertoire:</p> <ul style="list-style-type: none"> • wrapping of fruit and vegetables rather than selling these goods loose • double wrapping, of items such as food: eg cardboard and cellophane • cellophane wrapping of single items (eg a single piece of broccoli) • over-wrapped dry goods which do not need additional protection • non-food items such as clothes, greeting cards, household requisites. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader advice relevant to the chosen question • maintain a clear focus on relevant issues • reveal a clear text structure for a letter, 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. <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	<p>Total for Section B: 25 Marks for Writing</p>

Question Number	Indicative content	Mark
3	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The answer needs to show a sense of an appropriate form for a newspaper article. The tone and style should reflect the context and are likely to be reasonably formal.</p> <p>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.</p> <p>Arguments for raising the age may include:</p> <ul style="list-style-type: none"> • it would keep the roads safer, as it would clear the roads of some of the most dangerous drivers • it would save lives, both of the drivers and of their passengers (often also young), as well as drivers of other cars or pedestrians/cyclists • the roads would be clearer - with fewer cars on the road • it would give young people more time to mature and become responsible and careful • young people would be helped to avoid getting into debt • environmental problems would be reduced • it would encourage the use of public transport or bikes, which would help keep young people fit. <p>Arguments against raising the age include:</p> <ul style="list-style-type: none"> • it could be seen as violating the rights of the young • it is inconvenient: many young people need cars to get to work or college, because especially in rural areas there is either a lack of public transport or of alternative means of travel such as lifts from family or friends • inconsistent - young people are allowed to do other things (marry, vote, drink in bars, etc) at an earlier age • unfair: it suggests that all young people are bad drivers - why should very old people be allowed to drive: the young can be much better drivers because of their skills or speed of reaction, the new stricter driving test and the increased need to know the Highway Code • increased danger to young people - especially young women - who have to rely on public transport or walking home late at night. 	<p>Total for Section B: 25 Marks for Writing</p>

	<p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader argument relevant to the chosen question • maintain a clear focus on relevant issues • reveal a clear text structure for a newspaper article, 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. <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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WRITING MARK SCHEME

'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
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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

Question Number	Indicative content	Mark
4	<p style="text-align: center;">Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. Any suitable format for a magazine article is acceptable. The audience for the magazine is not specified, so candidates may choose whether to write for, eg, teenagers or a family/adult market. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <ul style="list-style-type: none"> • strengthening policing in the community • sentencing policies for violent crime • enhanced use of security measures (eg CCTV) • encouraging community 'self-help' (eg community watch schemes) • education in citizenship/morality • supporting effective parenting. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader comment relevant to the chosen question • maintain a clear focus on relevant issues • reveal a clear text structure for a magazine article, 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. <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	<p>Total for Section C: 25 Marks for Writing</p>

Question Number	Indicative content	Mark
5	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. No particular audience is specified, so the examiner is in effect the audience. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <p>Reasons for thinking of this as a good or a bad idea may include the following:</p> <p>Good idea:</p> <ul style="list-style-type: none"> • many people find it easier to produce legible work with a computer • some also type faster than they can write • this reduces the need to use as much paper • communicating with teachers is easier electronically • students have access to a vast range of resources to help their researches • reduces inequality, since not everyone can afford a home computer • laptops are convenient, light and easy to use/transport • permanent storage of essays, pieces of homework and class notes. <p>Bad idea:</p> <ul style="list-style-type: none"> • people can copy things from 'cheat' websites • young people should not have unlimited access to the Internet (pornographic websites, etc) • they will become distracted and use them for such purposes as playing games/chatting to friends on MSN, Facebook, etc • they are expensive - may easily be lost, stolen or damaged • they mean people no longer need to develop skills of handwriting, using books, etc. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader comment relevant to the chosen question • maintain a clear focus on relevant issues • reveal a clear text structure, supported by effective 	<p>Total for Section C: 25 Marks for Writing</p>

	<p>paragraphing and the use of cohesive devices</p> <ul style="list-style-type: none"> • 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. <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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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	there is strong, consistent fulfilment of the writing task, sharply focused on	the writing has an extensive vocabulary and mature control in the construction of	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the

	fully-developed ideas	the writer's purpose	varied sentence forms	effective application of a wide range of markers of textual cohesion
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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

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November 2008

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