

Mark Scheme Summer 2009

GCSE

GCSE English (1203)

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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"> • analysing how the writers show the characters looking back to their earlier lives • exploring their response to the new lives and experiences they face • the poets' 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

Where the Scattering Began

- Earlier life and history
Echoes of Africa
- Memories of living close to the sea
Past heritage is in the blood
- Differences in communication

Textual Evidence

'call of the Ghanaian drum', 'wail of the mbira from Zimbabwe'
 'we come with the blue of the sea so close'
 'some of us come with the memory of/forest sounds that we have never known'
 'in ways the tongue has forgotten'

- Reactions to current situation

Great contrast of past with life in London
Identity/faces

Lack of clear memory of how things were
and of ability to tell stories

Feels nostalgic for the roots of an African
past

Is aware of differences in how the language
is spoken

'here, on the streets of London' (repeated)
'come to find our faces again'; many
references to faces

'hands that speak in ways the tongue has
forgotten'; 'eyes that tell a story/the brain
cannot recall'

'lift our eyes with yearning'

'intonations that reshape languages we have
been given'

- The use of language

Reward all relevant examples of language and comments on its effectiveness, e.g.:

Imagery: music

Gestures

Enjambement

Repetition

Internal rhyme

Contrast

Wherever I Hang

- Earlier life and history

Memories of former life in Caribbean

She still feels nostalgia for her old home
She starts to feel further away from her
roots

Textual Evidence

'de sun...de humming-bird splendour'; 'leave
me people, me land, me home'; 'big rats in
de floorboard'

'I still miss back-home side'

'little by little...change my calypso ways'

- Reactions to current situation

She experiences life in the crowded city

She finds England very cold

She realises she has to come to terms with
the change

She feels that society is more isolated/less
friendly

Loses her sense of belonging

Accepts the new way of living

'people pouring... Underground'

'de snow...de cold'; 'de misty greyness'

'I get accustom to de English life'

'Never visiting nobody... clear warning'

'I don't know really where I belong'

'Wherever I hang...that's my home'

- The use of language

Reward all relevant examples of language and comments on its effectiveness, e.g.:

dialect forms

humorous expression

contrast

colour

simile

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

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

Question Number	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 show the people’s reactions as time passes • the effect of the ending of the poem on them • the poets’ 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

Half-past Two

- The reactions of the child to the passing of time

Is puzzled at being left alone by the school teacher
 Confused by the idea of time: only recognises times from his own routine
 Clockface is imagined in human terms, but he cannot tell the time from it
 Escapes into imaginary world because of being left alone so long

Senses are built up in the silence: imagines smells
 Imagines exaggerated sounds
 Imagines himself in a different place

- What happens to the child at the end
 Teacher returns, embarrassed, having forgotten him
 Returns to normality from his imaginary

Textual Evidence

‘Did Something Very Wrong’;
 ‘Must stay... till half-past two.’
 ‘Gettinguptime’, etc

‘little eyes and two long legs’
 ‘he couldn’t click its language’
 ‘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’

‘My goodness... I forgot all about you’

‘she slotted him back into schooltime’

world

‘...how once by not knowing time/he
escaped into the clockless land of ever’

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

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

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

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

Identity

Question Number	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 nature of the writers’ depiction of the events and decisions• why these had so strong an impact on the characters• the poets’ 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

- Each decision taken
Excitement of the bazaar

Fascination with having hand painted in traditional way
Reflects on the strange mixture of East and West
Sees that she can change her appearance for very little money
- The characters' feelings about these decisions
Feels the magic of the different, traditional customs, to which she relates
Is intrigued by the girl's skill
Desire to relate to heritage
Yearning for what she has experienced in India
- The use of language
Reward all relevant examples of language and comments on its effectiveness, eg:
imagery: similes, metaphors
repetition
colour
light
enjambement
contrast

The Road Not Taken

- Each decision taken
He comes to a fork in his route through the wood
He sees a path disappearing into the mass of greenery
One path is less worn and covered with grass
Fallen leaves had not been walked on
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
- The characters' feelings about these decisions
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

Textual Evidence

'evening bazaar/studded with neon';
'colours leave the street/float up in balloons'
'hennaing my hand'; 'wet brown line from a nozzle'; 'icing my hand'
'kameez'; 'dummies...with their Western perms'
'for a few rupees'

'I have new brown veins'

'unknown girl' (repeated); 'deftly'
'I am clinging to these firm peacock lines'
'when India appears and reappears/I'll lean across a country'; 'hands outstretched/longing for the unknown girl'

Textual Evidence

'two roads diverged'

'where it bent in the undergrowth'

'grassy and wanted wear'

'leaves no step had trodden black'
'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

journey

- The use of language
 Reward all relevant examples of language and comments on its effectiveness, e.g.:
 use of rhyme
 descriptive words
 exclamation
 repetition ('took the other... took the one')
 conversational tone

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

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

Question Number	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 actions performed and reasons for them • what kind of people these are • the poets' 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>

I Shall Paint my Nails Red

Textual Evidence

- | | |
|---|---|
| <ul style="list-style-type: none"> • The actions performed and why
 She is painting her nails (one line per nail - ten)
 Claims she is performing a great civic act
 Something to look at when stuck in traffic
 Finds it amusing that she will be able to | <p>Title</p> <p>'...a public service'</p> <p>'I can admire them in traffic jams'</p> <p>'...will say ugh'</p> |
|---|---|

shock her daughter

A simple, almost magical way of changing her appearance

Makes a short break in life

After all her large claims and protestations, we find that it can all be undone in a moment

'Quicker than dyeing...'

'Ten-minute moratorium'

'It is reversible'

- What this shows about the woman

She has a strikingly independent attitude

She feels she is striking a blow for women's rights

She deliberately uses exaggeration and dramatic effects to shock others

The colour red has strong connotations for the reader, who understands that this choice of colour is making a bold statement

'Look like a survivor'

'My lover will be surprised'

'Public service... moratorium'

'I shall paint my nails red'

- The use of language

Reward all relevant examples of language and comments on its effectiveness, e.g.: words which are particularly striking

imagery

use of colour

repetition

incomplete sentences

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

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

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

Nature

Question Number	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">• in 'The Stag', evaluating the writer's feelings and impressions about the animal being hunted• in 'Iguana Memory', considering how the writer recreates a child's impressions of the creature• the poet'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>	Total for Section A: 25 Marks for Reading

	<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>	
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The Stag

- The writer's feelings/impressions about the stag
The regal quality and majesty of the stag on his initial appearance
The way the stag is at ease in his country
He feels growing unease as the stag is driven by the hounds into unfamiliar territory and becomes exhausted
He feels the build-up of the stag's panic as he tries in vain to get back on home ground and is thwarted by the woodland
He seems appalled by the anguish of the capture and savagery of the hounds

He greatly pities the stag, feeling that humans show themselves barbaric/less human than the animals

- The use of language
Reward all relevant examples of language and comments on its effectiveness, eg:
alliteration
repetition
contrast
sound
colour

Textual Evidence

'Ran through his private forest'

'Loped through his favourite valley...'
'Dropped in to strange country'; 'his limbs all cried different directions to his lungs, / which only wanted to rest'
'Looking for home up a valley';
'Strange earth came galloping after him...';
'strange trees struck him...brambles lashed'
'Loll-tongued hounds to fling all over him';
'heart became... club beating his ribs'; 'own hooves shouted with hound's voices'
'Pulled aside the camouflage of their terrible planet'

Iguana Memory

- The writer's feelings/impressions about the iguana
Curiosity and excitement of the young child recalled
Excitement of the sudden sound
Remembers the intensity of the colour

Is aware of its movement and sense of purpose
Wonders at (admires? fears?) the creature's size and the appearance of its legs
Feels united with the creature momentarily

- The use of language
Reward all relevant examples of language and comments on its effectiveness, e.g.:

Textual Evidence

'saw an iguana... when I was very small'

'came rustling across my path'
'green like moving newleaf sunlight'; 'for the green of its life'
'rustling... moving...hurrying'

'Big like big big lizard'
'More legs than centipede...'
'iguana and child locked in a brief split moment...'

description of animal's appearance
 compression/ellipse/lack of complete sentences
 unusual vocabulary (backdam)
 simile
 onomatopoeia
 repetition (childish)

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

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

Question Number	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"> • showing the powerful effects of the events • how the feelings of fear or helplessness are conveyed • the poets' 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 Storm

- The events which affect the people
 - Build-up of the waves
 - Sound of wind (alliterative)
 - Movement (onomatopoeic and alliterative)
 - Rain
 - Increase of wind
 - Thunder

Textual Evidence

- 'Ominous lapping'
- 'Whines... whistling... whine of wires'
- 'Rattling of leaves... Street-lamp swinging and slamming'
- 'Fine fume... driving in from the sea'...'Riddling the sand...'
- 'Flicking the foam'
- 'A crack of thunder'

- The people's fear and helplessness
 Writer dramatises the absence of people through rhetorical question and exclamation
 People retreat to houses
 Anticipation/dread as storm approaches
 Listen to storm, hoping it will soon be over
 Aware of the storm's moods
 'Where have the people gone?' 'A time to go home!-'
 'The last watcher indoors... Card players closer to their cards'
 'Creep to our bed... we wait; we listen'
 'We lie close... breathing heavily, hoping
 'Lulls off, then redoubles'
- The use of language
 Reward all relevant examples of language and comments on its effectiveness, e.g.:
 ominous build-up
 descriptions of sea
 sound: wind, thunder
 onomatopoeia
 alliteration and assonance
 dramatic verbs
 rhetorical question
 words expressing feelings

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

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

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

READING MARK SCHEME

The 'Best Fit' Approach

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

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
0-1	Rudimentary understanding	Minimal grasp of language	Extremely limited content
2-4	Basic understanding	Little awareness of language	Unclear and/or undeveloped points
5-7	Some understanding An attempt at interpretation	Limited awareness of language	Some relevant points Little development
8-10	Fair understanding of the text Some interpretative comment	Some understanding of language An attempt to evaluate use of language	Valid points Some development Some relevant textual support
11-13	Generally sound grasp of the text	Fair understanding of language	Mostly clear points Some reasonable

	Reasonably secure interpretation	Reasonably sound evaluation of the use of language	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	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

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 writer's presentation of the high profile of college sport and the identification of young athletes • the effect on their lives • the way non-athlete students are consequently regarded • 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.</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</p>	Total for Section B: 25 Marks for Reading

textual evidence.

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

School sports culture leads to violence

- The writer's presentation of the high public profile of college sporting events

The headline and the introductory text make it clear - with emotive language - that the writer disapproves of the 'deification' of student athletes

Is also very opposed to the huge basketball competition involving college students from across the country ('known as 'March madness' - and with good reason').

Is struck by the huge crowds that support youth sport ('whole communities regularly turn out'), compared with UK: 'the Oxford/Cambridge boat race is a one-off'

School sport has become a big business: it is supported by huge numbers and television coverage

Notes ironically that 'schoolchildren can be heroes for the day'

Feels strongly that the emphasis on sporting 'heroes' disadvantages severely those who are not good at sport ('Where does this leave the rest?')

This now affects girls as well as boys: 'The explosion of girls' football'

Emotive language for how athletes are treated: 'godlike status', 'heroes', 'school jocks'

It is a training-ground for professional sport: BUT

It leaves those who do not make it professionally with an acute sense of failure. The colleges become completely obsessed with turning out good sportsmen and women, and go in for massive commercial sponsorship

The amount of money in school sport leads to talent spotting and underestimating the importance of academic work.

- The effect on the young athletes' lives

Sees links between the emphasis on sport and anti-social activities - bullying, exclusion, even 'school shootings'

The sporting heroes are treated differently, spoilt and allowed to do as they like - 'to this group the teachers and administrators pander'

Being a sports star is short-lived, and this may not prepare young people effectively for life outside sport: low graduation rates among basketball players.

- The effect on the lives of non-athlete students

Non-sporting young people are regarded as 'nerds' or 'dweebs'

They do not receive the same attention, glamorisation

	<p>and resources.</p> <p>REFER TO THE ASSESSMENT OBJECTIVE GRID.</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	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	Penetrating analysis of language	A variety of astute and discriminating points

	Cogent interpretation	Sophisticated evaluation of the use of language	Commanding exploration of ideas Deft use of apposite examples/ references
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SECTION C: WRITING TO INFORM, EXPLAIN, DESCRIBE

Question Number	Indicative content	Mark
8	<p>Candidates are required to offer a clear explanation about their job interests, showing their response to different kinds of job opportunity and environment. No set format is specified, but candidates may think of themselves as preparing to talk to a careers teacher or adviser.</p> <p>An appropriate <u>written register</u> will need to be adopted to suit such as explanation, with <u>language</u> suitable to the task. The tone and style are likely to be reasonably informal.</p> <p>Likely approaches</p> <ul style="list-style-type: none"> reasons for preferring to work indoors might include: comfort, liking company, preferring jobs in office environment, working with equipment, machinery or computers to hand reasons for working outside might include: sense of adventure, not being confined, greater freedom, love of nature, hating the idea of being stuck behind a desk, dislike of boring routine there will be a variety of responses; some reasons given may be: liking to work with people: sociability/teamwork, desire to help, stimulus of other people's ideas, enjoy encouraging, healing or helping to educate others working with animals might include: desire to make sick animals better, interest in farming, love of wildlife working alone: solitary disposition, independent attitudes, individualist (eg entrepreneur) working with technology: that's where the future lies, society depends on technology, it is exciting (and often solitary), you can work anywhere in the world working with materials: sense of achievement, learning a craft things that create job satisfaction might include: a job that is interesting, enjoyable; a sense that one is doing something worthwhile; good financial rewards; variety; challenge; opportunity to travel; meeting different people, the number of hours worked, the amount of holiday. <p>Lower band answers will probably be limited to a few undeveloped points under each heading, and may not offer any</p>	Total for Section C: 25 Marks for Writing

	<p>substantial suggestions why they are interested in particular jobs.</p> <p>Higher band answers should convey more detailed suggestions under each heading in a way which shows a clear awareness of the task and the ability to reflect on the topic. These responses will bring out the significance of such matters as areas of interest, motivation and job satisfaction in a focused and thoughtful way, drawing relevantly on personal experience and avoiding an inappropriate tone for such a writing 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 response to the task.</p> <p>REFER TO THE ASSESSMENT OBJECTIVE GRID.</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 produce the script of a talk on the subject of money and what it means to them.</p> <p>An appropriate <u>written register</u> will need to be adopted to suit such a talk to students, with <u>language</u> suitable to the task. This could be either formal or informal.</p> <p>Likely approaches</p> <ul style="list-style-type: none"> • what money allows you to do <ul style="list-style-type: none"> buy essentials (food, clothing, travel) buy items to support hobbies or interests spend on entertainment (e.g., tickets for sports, dance, cinema, concerts) (if enough to spare) buy luxury items, or holidays abroad help others through charity give a sense of security • using money sensibly/saving for the future <ul style="list-style-type: none"> work out a budget for not overspending keep spending within the limits determined decide how much to spend on each kind of expenditure plan for special events (birthdays, festivals, holidays, eg) having an emergency fund/float opening savings accounts/investing • what money cannot buy 	<p>Total for Section C: 25 Marks for Writing</p>

	<p>health love happiness friends or family respect.</p> <p>Lower band answers will probably be limited to a few undeveloped points under each heading, and may not offer any substantial suggestions about their attitude to money.</p> <p>Higher band answers should convey more detailed suggestions under each heading in a way which shows a clear awareness of the task and the ability to reflect on the topic. These responses will bring out the significance of such matters as security, planning, budgeting and saving in a focused and thoughtful way. Good answers will show appreciation of the limits to what money can buy and will draw relevantly on personal experience, avoiding an inappropriate tone for such a talk.</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 talk.</p> <p>REFER TO THE ASSESSMENT OBJECTIVE GRID.</p> <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	The writing	There is a	The writing	Organisation of the material

band three 8-11	expresses and develops ideas in a clear, organised way	generally clear sense of the purpose of the writing	includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences	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 (e.g. 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 extracts present ideas about computer/video games for young people • ways in which the content, headlines, language, photographs and any other features of layout and design contribute to the ideas and issues • explaining and justifying a personal response to the extracts • 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><u>Content of “Clamp on Net’s Violent Videos”, <i>The Sun</i></u></p> <ul style="list-style-type: none"> • information on the report being published by TV child guru Dr Tanya Byron • background information on how PM Gordon Brown had asked Dr Byron last autumn to investigate 	<p>Total for Section A: 25 Marks for Reading</p>

- brief details on the argument of the report: that parents, Ministers, internet firms and game producers must protect the young
- Dr Byron's proposal for a UK watchdog, a 'Council for Child Internet Safety', linking Whitehall/government departments, charities and online industries
- The proposed lead role for the Home Office and Culture Department (DCMS)
- This should be a government priority
- Tanya Byron (TB) says current rating system for games not working. Some parents think the age limits refer to skill levels
- TB wants cinema-style ratings (U, PG, 12, 15, 18), with parents being informed of any violence/sex in games
- TB does not want computers in children's bedrooms - keep them in the lounge/kitchen
- TB wants more parental supervision, keeping an eye on what children are doing
- TB proposes a helpline for parents

Content of "Playing computer games has been only a benefit to me", *The Times*

Jack Miller (aged 14):

- thinks concerns are exaggerated
- has not encountered pornography while playing online games
- feels games have helped his Maths: in top set
- thinks Wikipedia and specialist sites help with homework
- explains his favourite game ('World of Warcraft')
- challenges view that games create isolated children - plays with friends on line and with brothers at home
- does not agree games make children more aggressive
- believes existing classification system perfectly clear
- thinks further blocks could be put in against pornographic material
- believes parents have responsibility to check children
- accepts a publicity campaign might help
- thinks young people can help parents understand digital world
- encourages his parents to have a go at playing the games

Use of language in "Clamp on Net's Violent Videos", *The Sun*

- short, strong words in headline ('clamp', 'net')
- 'celebrity' reference to TB - "star of House of Tiny Tearaways and Little Angels"; 'TV Tanya'. 'the TV doctor'
- use of colloquial/young people's language: 'uncool', 'dozens of kids', 'happy slap', 'mums and dads'
- quotations from unnamed authoritative source ('Whitehall insider')
- emphasis on child protection (sub-headline, 'risks our kids face')
- alliteration: 'violent videos', 'web watchdog', 'summoned the star', 'TV Tanya'
- dramatic words to emphasise importance and threat: 'demanded', 'summoned', 'urge', 'investigate', 'online menace', 'clamp'

- use of 'And' at start of sentences/paragraphs (to add drama/immediacy)
- 'Exclusive by Graeme Wilson, Deputy Political Editor': use of 'exclusive' emphasises importance of the story and the success of the newspaper in securing it

Use of language in "Playing computer games has been only a benefit to me", *The Times*

- strong 'first person' viewpoint (starts 'I think'; many paragraphs begin with 'I' or 'my')
- made to sound as if he is talking/conversational tone:
 - use of 'fillers' such as 'in fact', 'actually', 'really'
 - abbreviations ('I'm', 'it's')
 - colloquialisms ('a bit', 'shoot-em-up games', 'he was so rubbish')
 - run-on sentences, sentences beginning with 'And'
- mixes with more formal register - 'posh words' ('the existing classification system', 'computer games can isolate children', 'responsible parents should monitor'): clearly not your average 14 year-old

Design features of "Clamp on Net's Violent Videos", *The Sun*

- very large headline and sub-headline: occupy as much space as the text
- sub-headline underlined for further emphasis
- opening paragraph in bold type to encourage readers to read on
- short (often single sentence) paragraphs
- small inset picture of smiling, young TB, breaking up text, with caption 'Reforms... TV Tanya'
- lists writer's e-mail for further comment/discussion

Design features of "Playing computer games has been only a benefit to me", *The Times*

- page dominated by large picture looking at the three children looking at screen and clutching controls: impression of innocent activity
- Jack in centre - all three smiling happily (aware of camera? posing?)
- all three children shown playing together - contradicts impression of isolation
- small headline, not even in bold type (plain, not melodramatic)
- stresses age of Jack (in brackets, bold)
- inset of striking/shocking statistics with percentages in large numbers (57%, 38%) which in fact run counter to Jack's statement; these are perhaps misleading, since they cover an age-range from 9 to 19, so include adults and do not say what proportion of young children are affected

Other aspects

- contrast in tone: *Sun* article emphasises official adult

	<p>concerns; <i>Times</i> gives child's viewpoint; stresses his view that it is not dangerous</p> <ul style="list-style-type: none"> • similar emphases: need for children to play in 'public'; role of parents; need to block pornographic material, new cinema-style ratings • <i>Times</i>: much more 'visual' material to go with the text; <i>Sun</i>: very small picture <p>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.</p> <p>REFER TO THE ASSESSMENT OBJECTIVE GRID.</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	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

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 persuasive 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 suitable format should be adopted for a newspaper or magazine article. Content is more important than the precise format selected. Some effective answers may make little or no use of the indicative content suggested below:</p> <p>Advantages of games</p> <ul style="list-style-type: none"> • Games are entertaining and recreational • Games can stimulate the mind and be educational, making players think and calculate, as well as containing useful information • Games can be social - young people join with friends (e.g. games using Wii consoles) • Games can develop quick reactions (hand/eye coordination and fine motor skills) and speed of thought • Games develop computer skills <p>Disadvantages of games</p>	Total for Section B: 25 Marks for Writing

	<ul style="list-style-type: none"> • Young people spend far too much time staring at large or small screens, and not enough time being active • Using the computer is a distraction from more important activities (such as homework) • The Internet is a dangerous place: violent/pornographic games exist and may not be monitored effectively • Young people can become social isolates by playing games all the time - avoiding meeting people and communicating only remotely and virtually <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader persuasive argument relating to the advantages and disadvantages of computer and video games • maintain a clear focus on relevant issues • reveal a clear text structure for a newspaper or 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>REFER TO THE ASSESSMENT OBJECTIVE GRID.</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
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 following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. No audience or format is specified, so the examiner should be assumed to be the audience, in effect. 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 first statement may include:</p> <ul style="list-style-type: none"> • it is human nature to look after one's own interests 	<p>Total for Section B: 25 Marks for Writing</p>

- since other people are only interested in themselves, why shouldn't I be?
- the young are still developing as people, so they are naturally preoccupied by what is happening to them
- modern society has become a 'What's in it for me?' society
- young people are very influenced by the selfish nature of many of the role models they encounter through the media
- everyone is out to get as much money and as many possessions as possible
- crime and theft are common, with young criminals indifferent to the hurt they do to others and robbing to support drug habits, for example - so they are acting from self-interest.

Arguments for the second statement may include:

- if you compare today's young people with previous generations, they are far more willing to respect each other's differences (race, sexual orientation, disabilities)
- the young are very good at making friends and looking after each other
- young people support charitable giving very well - eg school/college sponsored events are very successful, as are national events such Comic Relief or Red Nose Day
- many young people undertake community service and look after the elderly
- the young do not have hang-ups about people who are not like them; they readily accept everyone's rights
- older people make general accusations against the young when it is only a small minority who are selfish.

In summary, successful answers will:

- convey to the reader argument relating to the chosen statement
- maintain a clear focus on relevant issues
- support the argument 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.

REFER TO THE ASSESSMENT OBJECTIVE GRID.

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 analysis of ideas is 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 suitable register should be adopted for the</p>	Total for Section C: 25 Marks for Writing

chosen medium (website or magazine). It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:

To be healthier and more active, people should:

- take more opportunities for fresh air and exercise, because of increasing obesity and lack of fitness
- spend less time indoors watching television or playing computer/video games
- change diets, to avoid fatty foods and eat more fruit/vegetables
- walk or cycle rather than take buses or trains
- join a gym and do fitness programmes
- take active holidays which include walking, swimming or sporting activities
- join a club to play team sports or take up an activity such as golf or running
- cut down on or cut out unhealthy activities such as smoking or drinking alcohol
- have more regular medical check-ups, to monitor health carefully
- have positive attitudes: the glass half-full, rather than half-empty.

In summary, successful answers will:

- convey to the reader analysis relating to the topic of living healthier and more active lives
- maintain a clear focus on relevant issues
- reveal a clear text structure for either a website contribution or 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.

REFER TO THE ASSESSMENT OBJECTIVE GRID.

In applying the grids, 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"> • 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. As no specified audience is indicated, the examiner should be assumed to be the audience, and the tone and style may be reasonably formal or rather more informal. 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 staying in the same area</p> <ul style="list-style-type: none"> • Familiarity - know the places to go • Family/friends are around • Living at home or in the same area has advantages (parental help) • May be easier to find work because known to people • It is a good place to live • Saves the bother of having to find somewhere else • Continuity: can continue same leisure activities/sports teams. <p>Reasons for not staying in the same area</p> <ul style="list-style-type: none"> • Good to move in order to broaden one's experience • Should not carry on living with or near parents indefinitely • Wish to strike out on one's own: excitement of travel; independence • Would like to get own home • Moving may make it easier to find work because more opportunities • Have always wanted to live in • Other places may be cheaper/more convenient for travel • Want to move to be nearer to special person • Opportunity for even further study/career development • The need to move where the job asks one to go. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader comment relevant to the choice of where to live • maintain a clear focus on relevant issues 	<p>Total for Section C: 25 Marks for Writing</p>

	<ul style="list-style-type: none">• reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices• express ideas clearly and precisely, with appropriate development• employ a range of sentence and clause structures appropriate to the task• employ a range of appropriate vocabulary• show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling. <p>REFER TO THE ASSESSMENT OBJECTIVE GRID.</p> <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 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: 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"> • exploring how the writer presents the response of the daughter in ‘Lucozade’ to her mother’s illness and attitude to this • showing how the narrator in ‘Where the Scattering Began’ thinks about his current and former situation • reflecting on the feelings and concerns of the two characters • the poets’ 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

Lucozade

- The daughter’s feelings
She is mostly placed in the role of a listener, receiving her mother’s instructions
At the end, she feels reassured, it appears, by the appearance of her mother and the removal of the things she hated
She is struck by her mother’s beauty
Some readers feel she has a premonition of her mother’s death

Textual Evidence

Throughout poem - daughter only reports what her mother says
‘Her face is light and radiant’

‘She is beautiful’
‘divine’

- Her concerns
She is initially concerned that her mother is going to die
Her sadness is projected on to the flowers (transferred epithet)
She is puzzled as to what to make of some of what her mother says
She feels she must do as her mother says
She thinks her mother is stuck in an anonymous ward
- The use of language
Reward all relevant examples of language and comments on its effectiveness, e.g.:
use of contrast
tone
direct speech
imagery
exaggerated language

'I am scared my mum is going to die'

'Sad chrysanthemums'

'I am sixteen; I've never tasted a Bloody Mary'

'I clear her cupboard'

'ward 10B, Stobhill Hospital'

Where the Scattering Began

- Feelings and concerns of narrator (about the present situation)
Great contrast between past and his present life in London
Seeking a new identity
Has face and name that do not fit
Is aware of differences in how the language is spoken
Finds the climate/culture strange

Cannot express/convey thoughts/ideas
Idea of being dispersed, separated, cast adrift
- Feelings and concerns of narrator (about his past life)
Echoes of Africa

Memories of living close to the sea
Past heritage is in the blood

Lack of clear memory of how things were and of ability to tell stories

Feels nostalgic for the roots of an African past
- The use of language
Reward all relevant examples of language and comments on its effectiveness, eg:
Imagery: music
Gestures
Enjambement
Repetition

Textual Evidence

"here, on the streets of London" (repeated)

"come to find our faces again"

We come with faces denying names

"intonations that reshape languages we have been given"

"lift our eyes with yearning to the emptiness of the skies"

"tongue can find no word for asking"

"scattering (title)"

"call of the Ghanaian drum", "wail of the mbira from Zimbabwe"

"we come with the blue of the sea so close"

"some of us come with the memory of/forest sounds that we have never known"

"hands that speak in ways the tongue has forgotten"; "eyes that tell a story/the brain cannot recall"

"lift our eyes with yearning"

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

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

Question Number	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 strength of the writers' characterisation • the situation of the central characters and their response to it • the poets' 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

From *War Music*

NB Candidates may choose to write about either Ajax or Hector or both

- The characters

Ajax

Shown surrounded by weapons
His huge strength against Trojans is emphasised
He was battered remorselessly by the Trojans

Doomed to lose to Hector
Clumsy in face of Hector's onslaught

Slow-witted

Textual Evidence

'air... thick with arrows'
'... and simply *pushed*'

'... slapped his cheeks to soft red pulp...';
'...head reached back and forth like a clapper...'

'God stood by Hector's elbow, not his'
'Blundering about...'

'a minute went before he noticed it had gone.'

Decides discretion is the better part of valour

‘And, sensibly enough, he fled’

Hector

Determined to burn Greek ship
Nimbly comes towards Ajax
Deft attack on Ajax
Presented as God’s favourite

‘meant to burn that ship’
‘...skipped within range’
‘...jived on his right heel’
‘God was pleased to let him’

• Their situation

Heroic confrontation
Importance of events (divine involvement)

‘Big Ajax... Prince Hector’
‘God was pleased with Hector, not with Ajax’

Helplessness of Ajax against Hector and this divine help
Detail of the personal duel

‘Oh, a minute went before he noticed it had gone’
‘snicked the haft...’; ‘pruning the bronze nose’

• The use of language

Reward all relevant examples of language and comments on its effectiveness, e.g.:
metaphor
onomatopoeia
alliteration
simile
tone
use of the dash (punctuation)

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. Again, this may be a poem in which they discuss a single central character or one in which they write about more than one character (eg ‘Not My Best Side’).

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

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

Identity

Question Number	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"> • how the writer gives the reader a clear impression of the labourer in ‘Miracle on St David’s Day’ • the reader’s response to the writer’s descriptions of his father and grandfather in ‘Digging’ • the poets’ language. <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements</p>	<p>Total for Section A: 25 Marks for Reading</p>

	<p>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>	
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Miracle on St David's Day

- The impression of the labourer
 - Needs to be led
 - Silent
 - Rocks to and fro
 - Mentally apparently absent, but retains physical strength of his past life
 - He is seen to change as he suddenly stands, a towering, gentle figure
 - Listening to poetry releases his ability to recite 'The Daffodils'
 - Brings back his earlier life
 - Recalls that he could speak/the power of communication
- The use of language
 - Reward all relevant examples of language and comments on its effectiveness, e.g.:
 - use of contrast (silence and speech)
 - tone
 - physical description of man
 - natural imagery

Textual Evidence

'...is tenderly led to his chair'
 '...has never spoken'
 'rocks gently to the rhythms...'
 'Labourer's hands on his knees'

'Standing, silently, huge and mild'

'The labourer's voice recites...'

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

Digging

- The impression of the father
 - Liked to work on the land
 - Worked very hard
 - Had skilful technique
 - Liked the feel of freshly dug potatoes
 - A very skilled digger like his own father (the grandfather)
- The impression of the grandfather
 - Grandfather was also a very skilled digger
 - Was an expert cutter of turf
 - The boy was attached to grandfather and took him a drink
 - He hardly paused to drink, being so keen to get back to work
 - He was a neat worker, proud of his skill

Textual Evidence

'Among the flowerbeds'
 'Straining rump'
 'Stooping in rhythm...nestled on the lug'
 'Loving their cool hardness'
 'By God, the old man could handle a spade...'

'...just like his old man'
 'cut more turf in a day...Toner's bog'
 'Once I carried him milk'

'...fell to right away'

'nicking and slicing neatly'

Determined to get to the best turf

'down and down/for the good turf'

- The use of language

Reward all relevant examples of language and comments on its effectiveness, e.g.:

imagery - metaphors

diction

sound (onomatopoeia)

movement

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

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

Question Number	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">• in 'Old Man, Old Man', the mixed feelings of the daughter (the narrator) about her father• in both poems, an exploration of the context of family relationships• the poets' 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

Old Man, Old Man

- Daughter/father: past and present

Title - regret, irony

Father loved such things as bottles with labels

She reflects in an exaggerated way that he was keen on DIY

Used to be a man who loved his shed

Textual Evidence

'Old Man, Old Man' (title)

'Things in bottles... labels'

'A man who did-it-himself'

'lord once of shed...'

Knew all about the nuts and bolts, etc
 Excellent at drilling
 Used to have sense of humour
 Used to smoke regularly
 She criticises his poor fathering skills
 She reflects on how his life has now changed
 Daughter worried that he has no-one else to
 fend for him/is lonely
 Feels he has become uninterested/apathetic

Is afraid he is now disconnected from family
 Is upset that he has become helpless (which
 he hates)
 Is concerned at his poor sight and inability
 to locate places

Feels he has lost physical control of
 movement
 Daughter's desire, despite herself and
 himself, to help him and be his eyes

Complex relationship evident: mixed
 feelings indeed - some bitterness and
 resentment coupled with sympathy for his
 current state and desire to build bridges and
 become a daughter again

- The use of language

Reward all relevant examples of language and comments on its effectiveness, e.g.:
 enjambement
 use of direct speech
 second person address by narrator
 tone and mood
 metaphor and similes

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

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

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

Nature

Question Number	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 effects war has on human lives 	Total for Section A: 25 Marks for Reading

'Connoisseur...world authority'
 'Dab hand with the Black and Decker'
 'The jokes you no longer tell'
 'timetabled cigarette'
 'Not good with daughters'
 'Self-demoted... to washing up'
 'contracted world'
 'When I left, you tried not to cry'
 'television has no power...
 surliness'
 'pictures of disinherited children'
 'Your helplessness...you who hate being
 helpless'
 'When he saw better'; 'contracted world';
 'living in almost-dark'; 'And where is Drury
 Lane?'
 'hands shamble'

 '*I've lost the hammer*'; 'Let me find your
 hammer'; 'Love your helplessness..'; 'Let
 me... Let me...'
 Throughout poem

	<ul style="list-style-type: none"> • how animals are affected • the effects on the landscape • the poet'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>	
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The Horses

- The effects war has on human lives
First few days of war: stillness causes fear

The lethal effects of war
Long spells of watching and listening

Silence caused by radio blackout
Forced to abandon farms
Horror at what war can do
- How war affects animals
The place of the horses in the poem:
The announcement of the horses' arrival
Mysterious nature of their appearance
The horses' arrival shows their capacity to survive despite being turned loose earlier by humans
Dramatic, awe-inspiring nature of their appearance

Unfamiliarity - horses a thing of past/ legend

What used to be commonplace is now remote because of war
- The changes to landscape
Description of farmland
Decaying farm machinery
- The use of language
Reward all relevant examples of language and comments on its effectiveness, e.g.:

Textual Evidence

'We listened to our breathing and were afraid'
'Dead bodies piled on the deck'
'covenant with silence.... We listened'
'The radios failed... dumb'
'The tractors lie about...'
'That bad old world that swallowed its children quick/at one great gulp'; 'we would not have it again'

'Barely a twelvemonth after the...war'
'Strange horses...'
'And then, that evening...'

'Distant tapping... deepening drumming...'; 'hollow thunder... wild wave'; 'charging...were afraid'

'We had sold our horses... fabulous steeds'

'Strange to us...'

'The tractors lie about our fields'
'Rusty ploughs'

focus on sound and silence
 wartime mood
 physical description
 onomatopoeia and simile

Break of Day in the Trenches

Textual Evidence

- The effects war has on human lives

Fear of death in men’s eyes
 Fit young men doomed to die

‘In our eyes...what quaver...?’
 ‘Strong eyes, fine limbs, haughty
 athletes/less chance than you for life’

- How war affects animals

Rat can laugh at humans

‘Inwardly grin’; ‘pleasure’

Rat is seen as having better prospects of life
 than humans
 Rat is free to go where it wants

‘... less chanced than you for life’

‘a live thing leaps my hand’; you have
 touched this English hand... German’

Poppies die, like the men’s bodies in which
 they have their roots

‘Poppies whose roots...’

- The changes to landscape

No man’s land
 Fields changed/destroyed

‘the sleeping green’
 ‘sprawled in the bowels of the earth, /the
 torn fields of France’

Poppies - flower of beauty, now of blood
 Upsetting natural order

‘poppies whose roots are in man’s veins’
 ‘shrieking iron and flame/hurled through
 still heavens’

- The use of language

Reward all relevant examples of language and comments on its effectiveness, e.g.:
 apostrophe
 rhetorical questions
 imagery of death/contrasted with life
 irony
 personification
 natural/unnatural actions

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

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

Question Number	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. 	Total for Section A: 25 Marks for Reading

	<p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the way the natural objects are presented • the ideas and emotions which they generate • the poets' 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>	
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The Flowers

- The way the flowers are presented
 Daughter picks flowers for her grandfather's grave
 Simplicity of the ritual
 Mother and daughter go to grave, daughter in front
 Mother looks on at a distance at daughter
 Girl placed them in special hole by the grave
 Carefully arranged them
 Tending site as mark of love
- The ideas and emotions generated
 Daughter's devotion
 Idea that the daughter showed more care than her mother
 Mother's hesitancy approaching father's grave
 Mother does not know when/how to leave

 Daughter takes charge throughout (role reversal)
- The use of language
 Reward all relevant examples of language and comments on its effectiveness, e.g.:
 religious imagery
 direct speech
 tone and mood
 active verbs for tending grave

Textual Evidence

- 'Handfuls of the wild flowers... grandfather liked best'
 'Piled... in basket... empty jamjar'
 'Like a little dog I followed her'
- 'She cleared... she arranged...scraped'
 'Cleared the grave... dug a shallow hole'
- '...to look their best'
 'Scraped the moss from the stone'
- Throughout
 'Scraped the moss... see whose grave'
- 'like a little dog, I followed her'
- 'Not knowing how to leave him, how to say goodbye, I hesitated'
 'Come on....it's finished now'

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

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

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

READING MARK SCHEME

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

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
8-10	Fair understanding of the text Some interpretative comment	Some understanding of language An attempt to evaluate use of language	Valid points Some development Some relevant textual support
11-13	Generally sound grasp of the text Reasonably secure interpretation	Fair understanding of language Reasonably sound evaluation of the use of language	Mostly clear points Some reasonable development Generally appropriate examples/ references
14-16	Sound grasp of the text Secure interpretation	Clear understanding of language Sound evaluation of the use of language	A range of relevant points Reasonable development Appropriate examples/references
17-19	Thorough understanding of the text Thoughtful interpretation	Good analysis of language Thoughtful evaluation of the use of language	A good range of well-focused points Sustained development Apt use of examples/references
20-22	Assured understanding of the text Perceptive interpretation	Confident analysis of language Sensitive evaluation of the use of language	A variety of perceptive points Coherent and fully developed ideas Effective use of apposite examples/references
23-25	Impressive command of the text Cogent interpretation	Penetrating analysis of language Sophisticated evaluation of the use of language	A variety of astute and discriminating points Commanding exploration of ideas Deft use of apposite examples/ references

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

0-1	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

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 kinds of humour deployed by the writer • the ways in which these add interest to the narration • 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.</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><i>Mongolian Wedding</i></u></p> <ul style="list-style-type: none"> • Humour <ul style="list-style-type: none"> Use of exaggeration/hyperbole: ‘fell headfirst from the tailgate, bounced twice...’ (and other examples) Comic descriptions, e.g.: <ul style="list-style-type: none"> • people’s self-confessions before the wedding; • how events degenerate into a drunken ‘brawl’: ‘flattening a granny’; ‘sharp-kneed aunts... horsewhip... merrily flailing in the direction of her new in-laws’ (other examples again) • description of the bride hiding under the bed in a neighbouring <i>ger</i> • poster of the ‘inspirational... national wrestling champion over the bed’ • differences in height (bride and groom) <p>Wry account of his own musical contribution to the party: ‘I was obliged to sing all four verses... silent and</p>	Total for Section B: 25 Marks for Reading

	<p>bemused audience’; ‘it was a song about a doomed wedding...’</p> <p>References to Wyatt Earp (‘remake of <i>Gunfight at the OK Corral</i>’) and Lenin ‘in the days when there was a revolution to lead...goatee... tendency to stand and wave...’</p> <p>Amusing reference, e.g.: ‘It was like a show <i>ger</i> from <i>Ideal Gers</i>’</p> <ul style="list-style-type: none"> • The effect of the humour <p>The humour of the description adds to the impression that the writer found it all highly amusing</p> <p>He is sympathetic to the Mongolians, however, rather than laughing at them</p> <p>The description of the events gives the impression that in many ways the Mongolian wedding is a far less formal and solemn occasion than a typical British wedding</p> <p>We are enabled to visualise the events, through the colourful and often humorous description</p> <p>The writer appears even more of an ‘outsider’ thrown into a thoroughly unfamiliar situation</p> <p>REFER TO THE ASSESSMENT OBJECTIVE GRID.</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
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	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

SECTION C: WRITING TO INFORM, EXPLAIN, DESCRIBE

Question Number	Indicative content	Mark
8	<p>Candidates are required to try to evoke in words a picture (which might be cityscape, rural scene, coastal/seaside view, other houses, or an enclosed garden, for example). It is not important whether they select a view which the examiner feels is unlikely to be 'real', since the use of the imagination is encouraged by the words of the question. The choice of subject-matter is entirely up to the candidate, and no particular choices should be more highly regarded than others. Candidates may well include an element of the 'cinematic', rather than an absolutely frozen scene, by including events leading up to or following the immediate view.</p> <p>An appropriate <u>written register</u> will need to be adopted to suit either a magazine or a website competition entry, with <u>language</u> suitable to the task: there should be some ambition in the attempted description, since it is to be expected that the candidate would wish to do well in the competition.</p> <p>Likely approaches:</p> <ul style="list-style-type: none"> • a rural view Likely to be a popular choice - candidates may 	Total for Section C: 25 Marks for Writing

well focus on both a near and a distant view, paying attention to sky (for example, a storm, sunrise or sunset) as well as to land. They may or may not choose to include humans or animals

- a cityscape
This is likely to be altogether busier and noisier, with movement and sound incorporated to give a strong feel of city life on the move. However, a quieter approach is equally valid: it might be a night-time view, or a time when the world stands still for some reason. The view may again be either a near or distant one, and may focus on ground level or look up and across rooftops, for example
- a seaside scene
Candidates may well look out onto the beach and sea, either as a home or holiday vista. In this case, examiners may expect the inclusion of sunbathers, swimmers or aquatic sports (boats, surfers, parascenders and such)
- an enclosed view
Here the view may be very restricted by the presence of high walls, fences or hedges, with the effect of forcing a close-up view that may be dominated by small garden or domestic objects, or where the viewer is able to focus minutely on the cracks in walls or the plants in the borders.

Lower band answers will probably be limited to a few undeveloped points, and may not offer a picture that is developed with interest or detail.

Higher band answers should convey a much more vivid scene which shows a clear awareness of the task and the ability to reflect on the topic. These responses are likely to look inside the scene for the emotions it depicts or arouses, drawing relevantly on imagination or personal experience and using language in a subtle and flexible way to create a view to which the reader can respond with understanding and feeling.

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 magazine or website competition entry.

REFER TO THE ASSESSMENT OBJECTIVE GRID.

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

Question Number	Indicative content	Mark
9	<p>Candidates are required to focus on an experience they have had of education or training that has worked well for them.</p> <p>An appropriate <u>written register</u> will need to be adopted, with <u>language</u> suitable to the task. As no particular audience is specified, the examiner takes on the role of audience. The style of writing may be relatively formal or informal.</p> <p>Likely approaches:</p> <ul style="list-style-type: none"> • the candidate may refer to a particular subject or course studied at school or college, and refer to the quality of teaching, the good relationship with the teacher/tutor, and the effectiveness of the teaching and learning methods employed • candidates may choose to focus on a ‘one-off’ event such as a project, a piece of coursework, a fieldwork assignment or an educational visit. They may therefore be particularly interested in discussing the social as well as the purely educational aspects, or to focus on their individual research methods or findings • they may also select an ‘out-of-school’ activity either connected with or entirely separate from an educational institution, such as a training course, involvement in a Combined Cadet Force or other brigade activity, or a session in music, sport or dance - or in a skill such as computing or art. If so, they may well focus on the improvement which they felt they were able to make over the course of the training • they may refer to a ‘production’ (dance or drama, for example), or an exhibition or portfolio of their work (painting or technology, for instance). <p>Lower band answers will probably be limited to a few undeveloped points under the chosen experience, and may not offer any substantial comment on how this was successful for them.</p> <p>Higher band answers should convey more detailed comment, in a way which shows a clear awareness of the task and the ability to reflect on the topic. These responses will bring out the significance of such matters as teaching, learning and personal development in a focused and thoughtful way, drawing relevantly on personal experience and avoiding an inappropriate tone for such comment.</p>	Total for Section C: 25 Marks for Writing

	<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 explanation.</p> <p>REFER TO THE ASSESSMENT OBJECTIVE GRID.</p> <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 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 newspaper article and the welcome page from the website present ideas, images and comments about young people and the effects of computer games • how the content, headings, language, pictures and any other features of layout and design contribute to particular effects and impressions of the issues concerning young people and the effects of computer games • 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 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 carefully evaluated textual evidence.</p> <p><u>Content of the newspaper article</u></p> <ul style="list-style-type: none"> • Huge sales in run-up to Christmas (£332.6 million in 	Total for Section A: 25 Marks for Reading

last quarter')

- Big increase over previous years ('19 per cent... 36 per cent')
- Huge numbers sold in Britain ('78 million')
- Comments on the impact of the Nintendo 'Wii', with its ability to mimic sports movements
- Stresses that this makes games social and sociable (can play against real opponents)
- Technological advances of 'next generation' machines (high definition images, flat screen TVs)
- Retain masculine bias: shooting, driving, sports
- Connection to internet - possibility of playing large numbers of online opponents
- Byron report recommending compulsory certification
- Possible use of parental lock as the 'default setting', so children could not get into games without parents' keying in code
- Games can be engrossing as novels or chess
- They create 'modern myth' (e.g. 'Japanese Final Fantasy' series)
- Aiming to become home entertainment hubs used in living room
- Versatility of new machines (DVDs, store photos etc).

Content of the webpage askaboutgames.com

- This is a welcome page for the website
- Its aims are to answer questions from parents and players about age ratings for computer and video games and to give advice on playing games 'responsibly'
- Points out that adults as well as children play such games
- States that in UK all games have an age rating on the cover
- Stresses that games companies themselves sponsor the site as they (like parents) want to ensure suitable games for each age-group
- Deals with questions on age ratings, counterfeit games, career opportunities in games industry
- Shows the symbols for the different age ratings (3+, 7+, 12+, 16+, 15 and 18)
- Points out that clicking on each symbol gives examples for the different age ratings
- Two separate boxes on webpage giving statistical information:
 - in 2004, of 827 computer and video games published in the UK, 17 received a BBFC 18 rating
 - one in four British women play games regularly.

Use of language of the newspaper article

- **Headline:** intend to provide balanced view - not sensationalist
- **Language quite formal register:** sounds like the official reports which are referred to
- **Use of conjunctions at start of paragraphs to create the sense of logical, balanced argument:** 'if' (repeated in two paragraphs); 'yet', 'but'

- Rhetorical question: ‘So who is playing them all?’
- Statistics: ‘sales... hit ‘£332.6 million’; ‘up 19 per cent... 36 per cent’; ‘78 million video games’
- Technical language: ‘motion-sensitive’ ‘high-definition Blu-ray discs’; ‘built in hard drive’
- Words stressing positive nature of playing games: ‘social and sociable’; ‘fun’, ‘enjoyable’, ‘hilarious’, ‘engrossed’, ‘satisfying’
- Extended metaphor: ‘the gorillas of gaming’ (also alliterative)... beating their chests’
- Use of antithesis: ‘artificial world... real one’, ‘good and bad’: designed to give a more positive slant than much condemnatory coverage, while accepting dangers.

Use of language in the webpage askaboutgames.com

- Clear, factual language (throughout)
- Statistical information: age ratings, average age etc
- Shows function is to provide information: ‘site is intended to try to answer questions’
- Personal address: ‘you’, ‘a member of your family’, ‘your friends’, ‘your work colleagues’
- Presents itself as supportive of parents’ efforts: ‘as keen as any parent to ensure...’
- Wishes to show itself ‘acting responsibly’: focus on ‘suitable games’, does not want unsuitable games to ‘fall into the hands of children’
- Use of ‘only’ to emphasise small number of games receiving 18+ BBFC classification.

Design features of the newspaper article, including layout and pictures

- Black and white picture of boy intent (staring, focused eyes) on game dominates page reader looks at boy looking at screen
- Screen shows image of ‘macho’ men squaring up to each other; both boy and screen on angle (does this hint that there is something ‘wrong’ with the child having access to this?)
- Caption for picture stresses the point of the picture - the huge gap between the player’s age and the rating of the game (6 and 18)
- Article is in bold
- Headline in different font, not in bold
- Names of the writer given has his title (‘Times games reviewer’).

Design features of the webpage, including layout and pictures

- Website title prominent: black, top right
- Two coloured pictures of players: NB all male; smiling; enjoying themselves
- Use of quotations standing out on the right-hand side of page giving statistical information, one in bold and on a shaded background to make it more prominent
- Symbols for age ratings prominent at end of text (centred) in colour
- Welcome in pink at top, with arrow leading into site

	<ul style="list-style-type: none"> • Uncluttered page - plenty of white space. <p>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.</p> <p>REFER TO THE ASSESSMENT OBJECTIVE GRID.</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
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	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

SECTION B: WRITING TO ARGUE, PERSUADE, ADVISE

Question Number	Indicative content	Mark
2	<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 to address the readership of a newspaper or magazine, but no target age is suggested. The tone and style should reflect the context and may reflect serious aspects of the topic, or may introduce humour or a personal style to present a more positive response.</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 <u>for</u> the view</p> <ul style="list-style-type: none"> • Computers have brought access to huge amounts of information, making research easier (especially through the internet) • Contacting friends is vastly easier and cheaper because of such developments as text messages, MSN, and social networking sites such as Facebook • Computers help greatly with homework and essay-writing, not least since many people find it easier to produce legible work with a computer and some also type faster than they can write • Young people can develop their own ideas and writing, and achieve an audience, through blogging • Music and video content can be downloaded or streamed • Not only text but pictures and videos can be received and sent easily. 	Total for Section B: 25 Marks for Writing

	<p>Arguments <u>against</u> the view</p> <ul style="list-style-type: none"> • Young people spend far too much time staring at large or small screens, and not enough time being active • Using the computer is a distraction from more important activities (such as homework) • The internet is a dangerous place (see points made in Question 1): violent/pornographic games; access to young people for undesirable contacts (internet stalking); loss of privacy • Cyberbullying/happy slapping can ruin young people's lives • Young people can become social isolates - avoiding meeting people and communicating only remotely and virtually • Some people use the internet to copy music or videos illegally • It does not really help with work, as people can simply copy things from the Internet, including the use of 'cheat' websites. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader argument relating to the impact of computer technology • maintain a clear focus on relevant issues • reveal a clear text structure for a newspaper or 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>REFER TO THE ASSESSMENT OBJECTIVE GRID.</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
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 persuasive development of ideas is a key</p>	<p>Total for Section B: 25 Marks for Writing</p>

discriminator.

The answer needs to show a sense of an appropriate form for a letter to an elderly relative. The opening should be addressed informally (e.g., Dear.....), and have an appropriate conclusion. The tone and style should reflect the nature of the issue being discussed, but may employ such devices as humour, a display of knowledge or a use of personal anecdote to try to undermine the relatives view.

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.

Possible points

- Evidence from examination results and ‘league tables’ shows that young people are doing better every year
- Higher numbers continue to stay on into further and higher education
- A wider range of subjects and information is taught than was previously the case
- Much more information is now available through a variety of sources, including the internet, so young people are far better informed
- Teaching is now much better than it was, and young people gain the benefit of this
- Older generations always tend to think that things are going downhill, whereas in fact there is steady progress in education
- Government initiatives such as the Literacy Strategy have meant that people are much better equipped with the basic skills
- New types of employment demand higher skill levels
- Young people are highly competent in areas such as technology, where the older generations are often lagging a long way behind.

In summary, successful answers will:

- convey a persuasive argument to the reader relating to the education of young people
- 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.

REFER TO THE ASSESSMENT OBJECTIVE GRID.

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	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present

0-1			
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 (e.g. 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>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 analysis of ideas is 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 audience is specified, so the examiner should be assumed to be the audience, in effect. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <p>In relation to the first statement</p> <ul style="list-style-type: none"> • It is really convenient to be able to call people while travelling • Long journeys can be brightened up by holding conversations • Being able to speak while flying is a great technological 	Total for Section C: 25 Marks for Writing

	<p>breakthrough</p> <ul style="list-style-type: none"> • When there are emergencies or delays to a journey, calling someone can prevent worry or ensure that arrangements can be made properly • It is now an accepted part of life that people speak to each other by phone while travelling, just as they have always held conversations when with friends. <p>In relation to the second statement</p> <ul style="list-style-type: none"> • However, people should respect the desire of other travellers for a peaceful journey (for example, wishing to sleep) • Many people speak too loudly because of background noise • Some people seem to stay on the phone for ages, often saying the same thing repeatedly • Shouting down a phone while sitting near someone on a train or plane is offensive, because it invades people’s privacy • Silence at certain times is to be desired. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader analysis relating to the use of mobile phones (in public places especially) • maintain a clear focus on relevant issues • support the analysis 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>REFER TO THE ASSESSMENT OBJECTIVE GRID.</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
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 ideas is a key discriminator.</p>	<p>Total for Section C: 25 Marks for Writing</p>

This is a title in which candidates are invited to select their own content, so there is no specified 'core content'. No particular audience is specified for the magazine, although it is likely that a youth audience will be assumed. Examiners should be more than usually alert to the possibility of answers which go outside their own knowledge and experience, since candidates are free to express their own views of what may prove to be fashionable.

When writing about music, some of the points, among the many which may be covered, include:

- types of popular music which the candidates think will be in fashion (names such as hip hop, rap, indie, new-wave, garage, heavy metal, rock, reggae, electronic and many others)
- nostalgic/revival trends (eighties, nineties, etc.)
- individual artistes or bands who are expected to do well
- how people listen to music (trends in relation to MP3s, CDs)
- live musical events
- trends in classical, jazz, country or folk music
- world music
- their own participation in music-making, as singers/instrumentalists/band members.

When writing about fashion, some of the points, among the many which may be covered, include:

- trends in individual items of clothing (e.g. trainers, jeans, coats, tops)
- designers/labels considered to be trendy
- the cut of clothes (length, style, tailoring materials)
- colours (what is the 'new black'?)
- accessories
- ethnic looks
- group identity/individuality e.g. goths, punks.

In summary, successful answers will:

- convey to the reader comment on the subject of trends in music or fashion
- 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.

REFER TO THE ASSESSMENT OBJECTIVE GRID.

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

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