

GCSE

Edexcel GCSE

English (1204)

3F

Summer 2005

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Mark Scheme (Results)

SECTION A: UNPREPARED NON-FICTION

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

1. Read the extract from Clara Olink Kelly's book *The Flamboya Tree*.

How does the writer bring out the difficulties and challenges of surviving in a prison camp in wartime?

You should write about:

- problems connected with food
- other problems
- her mother's role in ensuring the family survived
- the use of language.

Support your answer with examples from the text.

(Total for Section A: 25 marks for Reading)

Main Assessment Objective:

- read with insight

Supporting Assessment Objectives:

- develop and sustain interpretations of texts
- select material appropriate to purpose
- understand and evaluate how writers use linguistic and structural devices to achieve their effects.

A successful answer will focus on:

- evaluating the writer's presentation of the problems of surviving in demanding circumstances
- using textual evidence to substantiate the points made
- the writer's techniques, including the use of language.

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

problems with food

- limited supplies/rationing: '*It worked out to about one small bowl each*'
- lack of variety: '*we could also expect a small serving of bean shoots ... tea leaves, and occasionally a loaf...*'
- poor quality: '*hard black bread*'; '*a large salt brick of the type usually given to cows*'
- challenge of producing satisfying meals: '*...making these rudimentary meals satisfying*'
- security: '*it [a loaf] was something that could be stolen*'; '*It also attracted rats*'
- making it last: '*we ate slowly, savouring every bite*'

other problems

- boredom: *'Every day in the camp was much like the day before'*
- little to do: *'Time passed with painful slowness'; 'small events ... became the highlight of our days'*
- guards: *'...unexpected beatings ... long parades in the sun'*
- the other internees: *'[a loaf] could be stolen... it caused many fights and intense feelings'*
- rats: *'rats ... would walk over our faces as we slept'*
- lack of basic commodities: *'we had little water and no soap'*

her mother's role in ensuring the family survives

- resourceful: *'My mother would often make soup out of the tea by adding salt'; 'my mother would sit it [the rice] in the middle of the mattress... This way it might stay warm'; 'a skill for making these rudimentary meals satisfying'*
- maintains standards and discipline: *'my mother was strict about manners'; 'We didn't start eating until everyone was served'*
- caring: *'she would allow us to pick out one lump of rice each as a special treat'; sees the importance of eating every scrap of food*
- independent: *'My mother refused to be cowed by such talk'*
- boosts morale: *'You should consider yourselves lucky'*
- leads by example: *'She did the same with her plate'*

the use of language

- first person plural narrative emphasises family unity: *'We were always glad'*
- simple, at times monosyllabic style: *'Every day in the camp was much like the day before'*
- few complex sentences, mainly simple/compound
- vivid precise details: *'The big vats of rice, carried by two women'*
- matter of fact approach: *'...rats, which would walk over our faces as we slept... You simply scraped away his tooth marks and ate the bread'*
- many words associated with food, reflect internees' (and child's) concerns: *'Tea soup was ... wonderful ... as it managed to make us feel full'; 'one lump of rice each as a special treat'*
- words that emphasise slowness of time passing: *'painful slowness'; 'mealtime came ... slowly'; 'we ate slowly'*
- straightforward dialogue: *'"Animals lick plates," they said scornfully'*

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

NOW REFER TO PAGE 5 FOR THE ASSESSMENT OBJECTIVE GRID

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

READING MARK SCHEME

The 'Best Fit' Approach

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

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
0-1	rudimentary understanding	minimal grasp of language	extremely limited content
2-4	basic understanding	little awareness of language	unclear and/or undeveloped points
5-7	some understanding an attempt at interpretation	limited awareness of language	some relevant points little development
8-10	fair understanding of the text some interpretative comment	some understanding of language an attempt to evaluate use of language	valid points some development some relevant textual support
11-13	generally sound grasp of the text reasonably secure interpretation	fair understanding of language reasonably sound evaluation of the use of language	mostly clear points some reasonable development generally appropriate examples/references
14-16	sound grasp of the text secure interpretation	clear understanding of language sound evaluation of the use of language	a range of relevant points reasonable development appropriate examples/references

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

17-19	<i>thorough understanding of the text thoughtful interpretation</i>	<i>good analysis of language thoughtful evaluation of the use of language</i>	<i>a good range of well-focused points sustained development apt use of examples/references</i>
20-22	<i>assured understanding of the text perceptive interpretation</i>	<i>confident analysis of language sensitive evaluation of the use of language</i>	<i>a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references</i>
23-25	<i>impressive command of the text cogent interpretation</i>	<i>penetrating analysis of language sophisticated evaluation of the use of language</i>	<i>a variety of astute and discriminating points commanding exploration of ideas deft use of apposite examples/references</i>

SECTION B: WRITING TO ARGUE, PERSUADE, ADVISE

There are two questions in this section. You should answer ONE of them.

You should spend about 40 minutes on this question.

2. An article in a newspaper magazine supplement has said that the youth of today are spoiled. The editor has invited readers to comment on these views.

Write a reply, in the form of an article to be published in the magazine, arguing for OR against the idea that "today's youth have it too easy".

In your article, you could comment on some or all of the following points:

- the demands of school or college work
- social pressures
- the need for money
- family responsibilities
- any other topic you think suitable.

(Total for Section B: 25 marks for Writing)

Main Assessment Objective:

- communicate clearly for a particular purpose, using and adapting forms for different readers and purposes.

Supporting Assessment Objectives:

- organise ideas into sentences, paragraphs and whole texts
- use a range of sentences effectively, with accurate punctuation and spelling.

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.
- Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.

In this question, the effective and logical development of argument in support of, or against, the given statement is a key discriminator.

- The audience is not precisely specified but the chosen magazine context will demand consideration of form, style and tone. Given the context of a newspaper, a "middle of the road" approach is likely to be most appropriate, but this could be relatively informal and teenager friendly. The use of street language would be limiting.
- Whether the candidate supports or opposes the statement should be clear from the response. This could be done in a number of ways, including balancing the pros and cons before coming down on one side of the argument.
- Candidate should use examples and evidence to support their ideas.

- The bullet points are only suggestions; candidates do not have to use them but most will structure their answers around them. Likely content on “the demands of school or college work” might include: pressure of examination work, deadlines for coursework, extra-curricular and sporting activities. “Social pressures”: fitting social life (particularly friends) into academic work; the importance of image. “The need for money”: to fund studies; to pay for food, upkeep; for presents; to support an appropriate life style. “Family responsibilities” might include the need to provide care or supervision; to contribute to the family income; to attend family events.
- The final bullet point “any other topic you think suitable” should be interpreted as generously as possible; it is up to the student to justify what is included.
- The subject could be approached in a number of ways. A light hearted response could be very effective.

Weaker answers will address a narrow range of bullet points and/or topics; only the framework of an argument, using straightforward points, may be apparent and there will be little sense of a newspaper/magazine audience. **More successful responses** will develop an effective, relevant argument, in a style appropriate to the context, dealing with a broad range of bullet points and topics.

NOW REFER TO PAGES 9-10 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

3. Write a letter to a friend who is facing a crisis in his or her life, giving advice on how to cope with the situation and perhaps solve the problem.

(Total for Section B: 25 marks for Writing)

Main Assessment Objective:

- communicate clearly for a particular purpose, using and adapting forms for different readers and purposes.

Supporting Assessment Objectives:

- organise ideas into sentences, paragraphs and whole texts
- use a range of sentences effectively, with accurate punctuation and spelling.

Mark Scheme:

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.
- Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.

In this question, the clarity of the advice and the sensitivity with which it is given are key discriminators.

- The question provides a specific context and form, but, as an informal letter, this should not be interpreted too rigidly. An appropriate salutation and subscription should be used but these may be in very relaxed style.
- Tone and style are likely to be informal, perhaps very informal. However, the advice needs to come through clearly.
- The confidential nature of the subject matter and the fact that the letter is written to a friend means that sensitivity to the individual should be shown. The question also implies constructive advice.
- As the content is likely to be very specific to the friend, it is impossible to be precise about what might be included, but many candidates will refer to matters like personal health or social problems: family issues, relationships; bullying; image and so on. Accept 'crisis' on the candidate's terms, however minor the problem may seem.

Weaker answers will give a few points of advice, perhaps of a general nature, and be expressed in straightforward, if helpful, ways; more successful answers will give detailed, clear advice in a style which shows some sensitivity to the recipient, and will show an effective command of the letter context.

NOW REFER TO PAGES 9-10 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

WRITING MARK SCHEME

The 'Best Fit' Approach

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

Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves limited success at a basic level	there is little awareness of the purpose of the writing	the writing uses a limited vocabulary and shows little variety of sentence structure	organisation of the material is simple with limited success in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are broadly appropriate	there is some grasp of the purpose of the writing	the writing shows some evidence of control in the choice of vocabulary and sentence structure	organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing
mark band three 8-11	the writing expresses and develops ideas in a clear, organised way	there is a generally clear sense of the purpose of the writing	the writing includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences	organisation of the material is mostly sound , with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with secure use of cohesive devices
mark band four 12-15	the writing presents effective and sustained ideas	there is a secure, sustained realisation of the purpose of the writing	the writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose.	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

SECTION C: WRITING TO ANALYSE, REVIEW, COMMENT

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

4. The passage comes from Clara Olink Kelly's book *The Flamboya Tree* which is about a family's courage in wartime.

Why are the experiences of people in war a popular theme for books, films and television programmes? Analyse the reasons, supporting your ideas with appropriate examples.

(Total for Section C: 25 marks for Writing)

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

- organise ideas into sentences, paragraphs and whole texts
- use a range of sentences effectively, with accurate punctuation and spelling.

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.
- Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.

In this question, clear analysis, with effective support, is a key discriminator.

- No form or audience is specified, but the most likely outcome is an essay.
- The basis of many answers may well be the expression of a personal opinion, but clear analysis requires objectivity and balance.
- Any reasons should be supported by evidence and examples.
- The reasons for the popularity of war as a theme may include: its intrinsically dramatic and confrontational setting; its impact on personal relationships; the potential for spectacular effects; the fact that war is still very much a current issue. The global scope of World War II makes it particularly attractive to a wide audience; it is still within living memory; it provides a comforting context of victory for a national audience. Abler candidates may be able to comment on it more philosophically and reflect on the darker sides of human interest; the attraction of violence and weapons; the fact that it may be less appealing to some audiences (eg countries that experienced defeat).
- Accept choices of examples on the basis of the candidate's reasoning. These may include films and programmes based on real warfare but it could also be extended to other kinds of film which include scenes of battle or conflict, for instance 'Lord of the Rings'. Candidates are more likely to refer to contemporary - perhaps very recent -

films and programmes relating to war rather than films well known to older generations.

- 'War' may be interpreted in idiosyncratic ways (eg gang warfare). Be open-minded and sympathetic, unless there are strong reasons for not accepting it.

Weaker answers will express an opinion, with some reference to films and programmes, and offer little analysis. More successful answers will offer interpretative and evaluative comment on the subject, supported by apt references to films and programmes, coming to a reasoned conclusion, perhaps incorporating a personal overview.

NOW REFER TO PAGES 14-15 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

5. Your local library is producing a booklet for young people about facilities in the area and has asked readers to contribute. One of the sections is about places for celebrating special occasions. Write an entry for this section, suggesting two or more suitable venues, commenting on the advantages and disadvantages of each.

(Total for Section C: 25 marks for Writing)

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

- organise ideas into sentences, paragraphs and whole texts
- use a range of sentences effectively, with accurate punctuation and spelling.

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- **It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.**
- **Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.**
- **Examiners must be alert to unusual, perhaps original approaches** (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, **and reward these positively.**

In this question, **the clarity and balance of the comments** are the key discriminators.

- The specified audience and context demand consideration of form, style and tone, but there are many ways in which these requirements may be met.
- The style will need to be accessible to teenagers; an informal approach may well be the most appropriate, with use of colloquial language. This should be balanced by the need to convey ideas clearly. The answer could be presented in paragraphs, but an approach using blocks with headings or bullet points could be equally effective. No marks should be given for graphics.
- At least two venues should be reviewed. Equal treatment in terms of length is not required.
- Candidates are reviewing the venues not promoting them. It is important that responses balance the pros and cons of each venue, and, though this should provide opportunities for the lively expression of personal views, candidates will also need to be objective in giving their judgements.
- Typical content is likely to include consideration of topics like: accessibility and parking; catering facilities; location - relative attractiveness etc; other amenities.
- Candidates are free to interpret 'special occasions' as they wish, within reason.

Weaker answers will be brief, perhaps descriptive, and express opinion and/or promote venues rather than review them; they will show an unclear awareness of the context and intended audience. **Stronger answers** will be much more analytical in approach, weighing the advantages and disadvantages of each venue skilfully and in detail, showing a good awareness of the teenage audience and public context.

NOW REFER TO PAGES 14-15 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

WRITING MARK SCHEME

The 'Best Fit' Approach

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mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose.	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
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mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate