

GCSE

Edexcel GCSE

English (1204)

5H

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 40 minutes on this question.

1. Read the extract from George Alagiah's book *A Passage to Africa*.

How does this passage bring out the challenges faced by the writer as a television journalist reporting scenes of suffering?

You should write about:

- the kinds of stories and pictures needed for television
- the physical and emotional demands of his work
- the thoughts and feelings caused by the man's smile
- the use of language.

Support your answer with examples from the text.

(Total for Section A: 25 marks for Reading)

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**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:**

- how the writer presents the challenges facing the writer as a television reporter
- using textual evidence to substantiate the points made
- the writer's techniques, including the vivid use of language.

Candidates are free to select and comment on details in a variety of ways. The following section illustrates some of the possible points which candidates may make but examiners should 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.

**the kinds of stories and pictures needed for television**

- powerful pictures: '*the hunt for the most striking pictures*'
- need for new material: '*Pictures that stun the editors one day are written off as the same old stuff the next*'
- emotive pictures: '*...images that ... move people in the comfort of their sitting rooms*'
- stories that involve death and visual suffering: Habiba's death; the old woman's wound

### the physical and emotional demands of his work

- long distances, inhospitable places: *'I crisscrossed Somalia between the end of 1991 and December 1992... a village in the back of beyond'*
- dealing constantly with tragic scenes: *'I saw a thousand hungry, lean, scared and betrayed faces...'*
- need for a hard-headed, impersonal approach: *'This sounds callous, but it is just a fact of life'; 'Normally inured to ... suffering'*
- danger of becoming inhuman, getting pleasure from pain: *'In the ghoulish manner of journalists...'; '...like the craving for a drug'*
- almost a predator: *'It was the smell that drew me...'*

### the thoughts and feelings caused by the man's smile

- what it meant: *'It was not a smile of greeting, it was not a smile of joy...'*
- it conveys indefinable power: *'It moved me in a way that went beyond pity or revulsion'*
- it reverses roles: *'this smile had turned the tables on that tacit agreement'*
- it poses fundamental questions: *'a question that cut to the heart of the relationship ... between the rich and the poor world'*
- it stimulates him to action: *'I resolved there and then that I would write the story of Gufgaduud with all the power ... I could muster'*
- it creates contextual ironies: the story of one man's troubles brings fame to another; the writer owes a debt to a man whose name he doesn't know

### the vivid use of language

- strong figurative language associates journalists with:
  - supernatural macabre creatures: *'In the ghoulish manner of journalists'*
  - predatory animals: *'on the hunt...'; 'It was the smell that drew me'*
  - drug addicts: *'The search for the shocking is like the craving for a drug'*
- coldness of media priorities emphasised by colloquial phrases: pictures of the suffering dismissed as *'the same old stuff'*
- the power of his journalistic phrasing: a vision of a *'famine away from the headlines...'*
- succinct, direct style: *'a fleeting meeting of eyes'*
- powerful abstract nouns: *'...beyond pity or revulsion... stories of suffering'*
- emotive adjectives: *'hungry, lean, scared and betrayed... striking... decaying... festering';* and verbs: *'appalled...'; 'abandoned...'; 'took revenge...';* often combined: *'embarrassed to be found weakened by hunger and ground down by conflict'*
- reader dramatically engaged by a variety of sentence structures, from the complex to minor sentences: *'No rage, no whimpering, just a passing away'*
- use of first person throughout gives a strongly personal, immediate effect: *'So, my nameless friend, if you are still alive, I owe you one'*

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

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

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

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

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

You should spend about 40 minutes on this question.

2. Your school or college is holding a special day to collect money for good causes, and students have been asked to nominate suitable charities.

Make a persuasive case for a charity of your own choice.

(Total for Section B: 25 marks for Writing)

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### 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 persuasive development of argument in support of the candidate's nomination of the charity is a key discriminator.

- The form is left to the candidate (it could be a letter, extended memo, essay etc). This will also dictate the appropriate tone and style to be adopted.
- The effectiveness of the response will depend to an extent on the consistency with which the chosen form and style are sustained.
- The quality of the argument is important. A definable structure is needed with a clear beginning and conclusion.
- Candidates are asked to make a 'persuasive case'; this could be done by the use, for instance, of emotive language, anecdotal accounts of suffering, or personal testimonies and so on.
- The choice of charity (local or international; animal or human) is left to the candidate. No judgement should be made about what is appropriate or not. Candidates may invent a charity, possibly based on the content of the Question 1 passage.
- Content will depend entirely on the candidate's choice of charity, but the recipient would expect clear reasons for supporting it and evidence for its usefulness and benefits, and for its need for contributions.

Weaker answers will tend to be brief and state a preference, with little development of a supporting argument or attempt to persuade. More successful answers will try to shape the recipient's response by command of expression, tone and structure, and present a strong case for supporting the chosen charity.

**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. What advice would you give to a friend who has confided in you that he or she has become addicted to chat rooms?

(Total for Section B: 25 marks for Writing)

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**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 clarity and detail of the advice are key discriminators.

- The form is left to the candidate, but an essay is likely to be the most common response. The audience is the examiner, but the candidate may address the friend directly.
- Tone and style are likely to be formal to ensure clarity.
- As this information has been confided to the candidate, some sensitivity to the individual should be shown both in the advice and the ways in which it is given.
- Advice may include warnings of dangers, for instance, relating to identity (including age) of users; of making physical contact with users; of confusing virtual with actual reality; of becoming addicted to, or obsessional about anything; of not taking physical exercise. The answer may also include suggestions for overcoming the problem, for instance by rationing computer time; ideas for alternative recreation; help with social matters, meeting 'real' (peer group) people and so on. Advice should also be conditioned by the candidate's awareness of the individual character about whom s/he is writing.

Weaker answers are likely to be straightforward and give brief points of advice in an uncertain structure. Stronger answers will make a good range of aptly chosen points of advice, with effective explanation, in a cohesive, effectively paragraphed structure. The advice will be carefully tailored to the individual.

**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 <b>limited success</b> at a basic level	there is <b>little awareness</b> of the purpose of the writing	the writing uses a <b>limited</b> vocabulary and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised way</b>	there is a <b>generally clear</b> sense of the purpose of the writing	the writing includes <b>well-chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a clear text structure, <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences	organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use of a range</b> of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves <b>precision and clarity</b> in presenting <b>compelling and fully-developed</b> ideas	there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose.	the writing has an <b>extensive</b> vocabulary and <b>mature control</b> in the construction of <b>varied</b> sentence forms	organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application</b> of a 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. In his book, George Alagiah writes, "In global terms, if you have a roof over your head, food on the table, a doctor who will not charge you when you are ill and a school place that does not depend on your ability to pay, then, my friend, you are rich."

Comment on this, giving your ideas on what makes you rich.

*(Total for Section C: 25 marks for Writing)*

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### 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 and development of the candidate's comments on the quotation are key discriminators.

- Various interpretations and approaches are possible. The question provides no specific form or audience. Most will answer in essay form but candidates who present their answers in alternative forms, for instance as a newspaper feature article, should not be penalised.
- It is particularly important in this question not to pre-judge or evaluate subjectively the ideas expressed by the candidate.
- The word 'rich' can be defined in many ways. Some candidates may write solely in terms of material wealth, but most candidates are likely to comment on it in relationship to personal situation, and write (*inter alia*) about family and friends; what money can really buy; the importance of a good education and school; health and so on. Able candidates may express ideas in more philosophical terms and write about friendship and love; the relative importance of the material and the spiritual; the different benefits/disadvantages of state and private education; differences between the needs of the individual and society, or between individual countries and the international community.

Weaker answers are likely to express or assert a straightforward, personal reaction to the statement with little analysis or explanation. More successful answers will analyse the meaning and implications of the statement in some depth and detail, before going on to express a personal opinion in a clear and effective way.

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. Some people say that television programmes nowadays are too trivial and sensationalised.

Write two separate reviews, one of a television programme that you think proves this point and one of a programme that disproves it.

*(Total for Section C: 25 marks for Writing)*

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**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 clarity and effectiveness with which the candidate reviews the two programmes are key discriminators.**

- The question asks for a review of television programmes in relation to a specific opinion, but it does not provide a specific context. Candidates are free to choose any programme and express whatever view they like, but an analytical and objective approach is needed to prove or disprove the statement.
  - Considerable freedom should be also given to candidates in regard to choice of structure and style, but consistency in the application of the chosen form/register is likely to be a key discriminator.
  - It is important that candidates' reviews differentiate between the two programmes. At a basic level of interpretation, one response should be more positive than the other.
  - Their answers should show an awareness of the requirement to write separate reviews. This could be fulfilled by writing separately about each programme in the same piece of writing and making a clear distinction between the two.
  - Note that candidates should not be penalised for writing more briefly about one programme than another.

**Weaker answers will show little grasp of analytical reviewing, and make superficial, over-subjective, responses to the statement; the distinction or separation between the two programmes will be unclear. Stronger answers will analyse the chosen programmes in effective detail, making a clear distinction between the chosen programmes with reference to the statement, and present the reviews in a coherent and engaging way.**

**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

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

### Assessment Objectives 1 and 2

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

### Assessment Objective 3

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