

GCSE

Edexcel GCSE

English (1204/3F)

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Mark Scheme (Results)

Edexcel GCSE

**English (1204/3F)**

## 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 *Slave*, in which Mende Nazer recalls her first experiences of school in a remote area of Sudan.

How does this passage give a clear impression of Mende's experiences during her first year at school?

You should write about:

- what she found new and exciting
- what she found difficult or hard to cope with
- her teachers and what she was taught
- 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:

- evaluating how the passage conveys a clear impression of Mende's first experiences of school
- using textual evidence to substantiate the points made
- the passage'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.

### what she found new and exciting

- her new uniform: *'I felt very proud of my smart uniform'*
- wearing clothes and shoes for the first time: *'...my first ever pair of shoes and dress... Having run round all but naked for the first eight years of my life, it was very exciting'*
- the first day: *'the night before we didn't sleep at all'*
- going with her best friend Kehko: *'[her] first day at school too'*
- new sights: *'They were the first buildings I'd ever seen that weren't made of mud'*
- she enjoyed breaks from study: *'We might have to build a fence... We all enjoyed the chance to have a day off studying'*

### what she found difficult or hard to cope with

- has to go to school and then work: *'school started at eight o'clock... we had all afternoon back at the village to do our normal chores'*
- basic classroom equipment: *'wooden desks and long benches'*
- no glass windows and poor ventilation: *'...the only ventilation was the breeze from outside'*
- primitive toilets: *'...a pit over which there was a wooden cover... There were lots of flies and maggots'*
- out of date and sparse text books: *'And we had to share books, most of which were very old'*
- problems with cows and goats: *'...animals would wander into the school... Goats eat anything'*
- has to miss school because of money: *'Sometimes I wasn't able to return to school for a week'*

### her teachers and what she was taught

- no teachers from her own tribe: *'We had no Nuba teachers'*
- has to learn another language: *'...We started off learning all twenty eight letters of the Arabic alphabet...'*
- religious curriculum: *'Then we started to read the Koran...'*
- limited curriculum: *'This is all we learned for the first year'; 'all we were taught...was how to keep everything clean'*
- teachers were privileged: *'The teachers also had houses made of stone, with separate rooms and a kitchen'*
- teachers were corrupt: *'...there were no school fees to pay, but the teachers were always asking for money... we rarely saw any evidence of what they'd spent it on'*
- teachers were also harsh: *'...they would beat us and send us home'*
- had to help maintain the school: *'We might have to build a new fence, or maybe the school roof would need repairing'*

### the use of language

- a sense of a personal voice through the use of the first person throughout: *'I was... My first day'*
- straightforward sentence structures, often simple sentences: *'goats eat anything'*
- uncomplicated vocabulary, suggestive of a child or someone with little education: *'Having run round all but naked for the first eight years of my life, it was very exciting'*
- choice of details suggests a child's perspective: *'the toilet smelled so bad...'*
- structure: sequenced paragraphs, either dealing with the next stage in the account or a separate facet of the school
- use of direct speech creates some contrast: *'"These teachers are always asking for money" my father would say...'*

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

### **NOW REFER TO PAGE 3 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<br>an attempt at interpretation                    | limited awareness of language  | some relevant points<br>little development  |
| 8-10       | fair understanding of the text<br>some interpretative comment         | some understanding of language<br>an attempt to evaluate use of language             | valid points<br>some development<br>some relevant textual support                               |
| 11-13      | generally sound grasp of the text<br>reasonably secure interpretation | fair understanding of language<br>reasonably sound evaluation of the use of language | mostly clear points<br>some reasonable development<br>generally appropriate examples/references |
| 14-16      | sound grasp of the text<br>secure interpretation                      | clear understanding of language<br>sound evaluation of the use of language           | a range of relevant points<br>reasonable development<br>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<br>thoughtful interpretation | good analysis of language<br>thoughtful evaluation of the use of language           | a good range of well-focused points<br>sustained development<br>apt use of examples/references                               |
| 20-22 | assured understanding of the text<br>perceptive interpretation  | confident analysis of language<br>sensitive evaluation of the use of language       | a variety of perceptive points<br>coherent and fully developed ideas<br>effective use of apposite examples/references        |
| 23-25 | impressive command of the text<br>cogent interpretation         | penetrating analysis of language<br>sophisticated evaluation of the use of language | a variety of astute and discriminating points<br>commanding exploration of ideas<br>deft use of apposite examples/references |

## 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. Do teenagers have enough freedom nowadays, or too much?

Argue the case **either** for teenagers having too much freedom or too little.

You could write about some or all of the following:

- the dangers that face teenagers nowadays
- school rules
- whether the law treats teenagers fairly
- whether boys have more freedom than girls
- the ways in which teenagers are treated in the workplace.

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

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### Main Assessment Objective:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes

### Supporting Assessment Objectives:

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

The focus of assessment is **the quality of the writing**. The **effective and logical development of argument** in support of the candidate's ideas on the given subject is also a key discriminator.

- No specific audience or context is given. Candidates are free to approach the subject as they wish; this applies both to the expression of ideas (however perverse or mistaken they may seem) and the choice of form, though most will probably opt for an essay.
- The language used is likely to be formal both in choice of vocabulary and sentence structures. Candidates, however, may quite legitimately try to enhance the impact of their views by adopting a more informal kind of expression. Again each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate's opinion is conveyed.
- The argument should be developed in a logical, clear style, with ideas linked by verbal devices, and in a way which is neither over-assertive nor over-opinionated. Sentences are likely to be complex, but structures may be varied to maximise the impact of the writer's opinions.
- Candidate should use examples and evidence to support their ideas.
- Candidates have the option to refer to some or all of the bullet points; they could either explore a few aspects in detail or try a more comprehensive approach or follow another option. The overall cohesiveness and clarity of the answer will to a large extent determine its merit.

- Typical content, in relation to the dangers teenagers face, might include chat rooms, gangs and violence, drugs, alcohol; discussion of school rules might refer to issues of personal choice and freedom and cover the usual topics of homework, hair, school uniform, restrictions on movement and the use of walkman sets and mobile phones; comments on law could refer to the bewildering differences in ages for adulthood depending on the context (e.g. ages for smoking, drinking alcohol, driving a car) or to consideration of the way the police treat teenagers; workplace problems might focus on the possible discrimination against teenagers in terms of pay and hours and of the kind of jobs teenagers are expected to do. This cannot be a prescriptive list. Each candidate will have had a different experience as a teenager and thus present a different slant on the topic. It is (as always) important not to have preconceptions of what is appropriate or not.
- Candidates may take up the word ‘nowadays’ in the question and compare the lot of teenagers now with the way in which they were treated in the past. This kind of approach is likely to be an indication of a thoughtful and able candidate.
- Examiners should reward unusual approaches, which deploy ideas and evidence in an engaging style and structure to make a convincing presentation of the candidate’s viewpoint.

**Weaker answers** are likely to be assertive and brief, expressive rather than argued, with little or unconvincing use of supportive evidence; **more successful answers** are likely to develop a wide ranging and well evidenced argument, which conveys the candidate’s ideas and viewpoint effectively.

#### **NOW REFER TO PAGES 8-9 FOR THE ASSESSMENT OBJECTIVE GRIDS**

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

3. An educational trust is offering grants of up to £1000 to help young people develop their skills or widen their experience.

Write a persuasive letter to the trust, applying for a grant. In the letter you should write about what you hope to do and how you would use the money. You could include details about, for example:

- your career, sporting or educational ambitions
- specialist training
- the need for special equipment
- plans for travel (including foreign visits).

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

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**Main Assessment Objective:**

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes

**Supporting Assessment Objectives:**

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

The focus of assessment is **the quality of the writing**. In this instance **the clarity and the effectiveness with which a persuasive argument is developed** are also key discriminators.

- The answer needs to show a sense of form and audience, though there is no single approved way of setting out a letter. There should, however, be an opening which is clearly addressed to the trust (e.g. Dear Sir) and an appropriate conclusion (Yours sincerely/faithfully). Heading addresses are not required.
- A clear structure is likely to be reflected in an ordered sequence of paragraphs, the first establishing the context, followed by a linked series of paragraphs which develop the candidate's case for a grant. The final paragraph should seal the argument.
- Given the context of an educational trust, the style should be relatively formal, with some complex sentences and a choice of words which avoids the over colloquial. Simple, clear expression, however, should be rewarded positively, in contrast to the inappropriate use of slang or street language.
- Credit should be given to candidates who attempt to shape the response of the reader by use of language which is deliberately designed to persuade. Each letter will need to be judged on its merits in this respect. Understatement may well work more effectively than emotive expression.
- Typical content should include a clear statement of how the money would be used and for a purpose which relates to the development of skills or experience referred to in the question. Reference to career or educational ambitions will obviously be tailored to the individual candidate as will special courses. Special equipment might relate to specific careers or ambitions (perhaps in sport) or might refer to equipment like computers. Stronger answers are likely to address travel in terms of learning about different cultures rather than simply tourism and holidays; backpacking might figure. Some candidates may legitimately write of travel in career terms. The quality of the answer will to a degree be defined by the success with which details like this are addressed.
- 'Educational Trust' could be interpreted in a number of ways; give considerable latitude to the candidate in this respect. Also be open minded in interpreting what £1000 could be spent on. Accept the candidate's judgement on this unless it is patently or deliberately absurd.

**Weaker answers** are likely to be undeveloped and show little awareness of the need to persuade, or to provide a clear case for a grant; **more successful answers** are likely to develop a convincing argument, with detailed and supportive reasons, in a style which shows a strong sense of context and purpose.

**NOW REFER TO PAGES 8-9 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<br>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<br>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<br>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<br>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<br>16-17 | the writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>fully-developed</b> ideas | there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose. | the writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms   | organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application of a wide range</b> of markers of textual cohesion |

### Assessment Objective 3

| Mark Range             | Punctuation   | Grammar  | Spelling  |
|------------------------|---|--|---|
| mark band one<br>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<br>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<br>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<br>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<br>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. Think about your first experience of a new school or college.

Write about this, analysing your thoughts and feelings and commenting on what you found exciting and new and what worried or disappointed you.

(Total for Section C: 25 marks for Writing)

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### Main Assessment Objective:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes

### Supporting Assessment Objectives:

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

The main focus of assessment is **the quality of the writing** and the key discriminators are likely to be the **depth and clarity with which the candidate analyses his or her experience**.

- The question anticipates an answer that will be both narrative or descriptive and analytical but there is no prescribed or ideal approach. A key factor in awarding marks may well be the candidate's ability to integrate both these aspects.
- The account of the experience, and the analysis could be presented in separate parts of the answer. Language could be used subjectively, that is imaginatively and expressively, when describing the experience, but a more objective style of writing will be necessary when analysing its significance. On the other hand it is possible to present an account with embedded analysis. Such subtlety of approach would involve sophisticated usage of syntax and vocabulary.
- The same is true of structure. The analytical part of the answer will need complex sentences and precise paragraphing, whereas a looser, more expressive style might be used for the account.
- It is important to judge the answer on its merits. The consistency with which the candidate sustains the style will be important.
- A crucial factor in assessment will be the detail and depth of the analysis of what made the experience exceptional.
- The veracity or validity of the experience should not really be questioned. Accept the interpretation of 'exciting', 'new' 'worried' and 'disappointed' on the candidate's terms. The candidate's ability to analyse is, as already stated, critical.
- Reward unusual but effective approaches, for instance those using wit and humour.

**Weaker answers** will be more heavily weighted towards the account of the event, scene or occasion rather than an analysis of it, whereas more **successful answers** will convey the experience vividly and provide a thorough and lucid analysis of its extraordinary nature.

**NOW REFER TO PAGES 13-14 FOR THE ASSESSMENT OBJECTIVE GRIDS**

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

5. A local radio station wants young people to take part in a new programme which reviews films, videos, DVDs and music.

Write the script for what you would say about a film, video, DVD or CD, making sure that you deal with both the good and bad features of your choice, as well as giving your overall judgement.

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

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**Main Assessment Objective:**

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes

**Supporting Assessment Objectives:**

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

The main focus of assessment is on **the quality of the writing** and the key discriminators are likely to be the **skill and balance with which the candidate presents the review**.

- The choice of radio station is left to the candidate. This choice will of course dictate the kind of style adopted. A very informal, colloquial style would be appropriate in most instances, though some may opt for a more formal approach. An important consideration in assessment will be the consistency with which the chosen style is sustained.
- The script should show some awareness of a listening audience in its choice and patterning of words. A conversational register, with phrasing and words chosen for their impact in terms of sound, would be effective and very much in keeping with the style of most local radio stations. On the other hand a script could be written in a more formally structured style which would be easy on the ear.
- A review requires both objective analysis and the subjective expression of opinion, supported by reasons. The success of the answer will depend to a considerable degree on the extent to which the candidate integrates these features.
- Answers are likely to be expressive and use emotive words and personal expressions, but better answers will also give reasons and evidence to support the points made.
- The candidate should outline the good and bad features of their choice, as asked for in the question. The ‘overall judgement’ should be an important feature of the answer, though it is possible that the analysis of the pros and cons is so detailed that a relatively brief conclusion is appropriate.
- Again it is important to be alert to unusual but effective approaches and to original concepts of what is “local radio” (some schools have their own radio stations) and of what might be appropriately broadcast and in what style.

**Weaker answers** will be brief and unbalanced and perhaps be over subjective and lack a consistent grasp of the local radio context; more **successful answers** are likely to be thorough, show a strong grasp of the context, and present the review in a way which is both analytical and engaging.

**NOW REFER TO PAGES 13-14 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<br>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<br>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<br>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<br>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<br>16-17 | the writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>fully-developed</b> ideas | there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose. | the writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms   | organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application of a wide range</b> of markers of textual cohesion |

### Assessment Objective 3

| Mark Range             | Punctuation   | Grammar  | Spelling  |
|------------------------|---|--|---|
| mark band one<br>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<br>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<br>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<br>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<br>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            |