

GCSE

Edexcel GCSE

English (1204/5H)

November 2005

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Mark Scheme (Results)

Edexcel GCSE

English (1204/5H)

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 describes the events leading up to a wrestling match between tribesmen in the remote Nuba Mountains of Sudan.

How does this passage create a vivid impression of the atmosphere and excitement of the day of the wrestling?

You should write about:

- the appearance of the wrestlers
- references to the senses of sound, smell and taste
- the rules and aims of the wrestling
- 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 passage in terms of its extraordinary and special features
- 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.

the appearance of the wrestlers

- 'completely naked'
- the strange painting of bodies and hair: '*daubed from head to toe in a white paint made of ashes... even their hair matted white with ashes*'
- looked spectral/cadaverous: '*...they looked grey and ghostly...*'; '*...there was... something of the dead too.*'
- athleticism: '*...their bunched, glistening muscles*'
- looked like wild animals of prey: '*the wrestlers... looked like huge fierce eagles... ready to take flight and attack... There was something of the wild about the wrestlers*'
- also like warriors: '*I knew this was how Nuba warriors dressed when they went off to war*'
- large numbers: '*...about three hundred men were fighting...*'

references to the senses of sound, smell and taste

- rich mixture of sounds: *'the sound of cow horns and the singing of wrestling songs'; '...drumming, clash of spear... feet pounding... whistles shrieking... cow horns blowing... bells...ringing...'*
- the strange noise made by the wrestler's gourds: *'...their stone filled gourds rattling out a staccato rhythm'*
- warlike sounds made by the wrestlers: *'...spears clashed against animal-skin shields... they began a deep guttural chanting... a deafening percussion on the drums'*
- the noise of the crowd: *'...the cries of a thousand excited young girls and a thousand men...'*
- senses of taste and smell also evoked: *'...the sticky smell of sweat, mixed with the dry bite of the dust'*

the rules and aims of the wrestling

- despite the excitement, there is discipline/order: *'...some semblance of order amidst all the noise and confusion...'*
- special rituals: *'The challenger would... pick up a handful of sand and let it run slowly between the fingers of both hands...'*
- the team more important than the individual: *'...the man with the most throws would win on behalf of his tribe'*
- no prizes or personal glory: *'We Nuba wrestled to reaffirm our traditions, to strengthen our sense of community, to celebrate the harvest - and for sheer fun...'*

the use of language

- straightforward vocabulary and sentence structures makes the description very clear: *'the wrestling was being held on a flat plain, surrounded by hills on three sides. It was a very beautiful setting.'*
- similes to convey sound/atmosphere: *'rattled like an eerie drum'*
- use of onomatopoeia to recreate sounds *'rattling out a staccato rhythm'; 'clashed'*
- words used to convey qualities of sound reflecting the mixture of sound: *'drumming... clash... pounding... shrieking... blowing... ringing'*
- use of first person makes it dramatic/immediate: *'I could almost touch... I was deafened... My nostrils were full...'*
- the narrator's role as a teenage girl adds to the sense of hysteria: *'we girls shoved our way to the very front of the crowd.'* *'All around me, there were the cries of a thousand excited girls'*
- use of first person plural pronoun to convey a sense of tribal/gender identity: *'We Nuba'; 'We girls...'*
- verbs, nouns used to convey intensity of experience: *'...whipping the wrestlers into a frenzy...'*
- use of speech in local dialect adds to drama/authenticity: *'- the traditional Nuba challenge to fight. "Heya! Heya!"'*
- telling adjectives and nouns to emphasise numbers, beauty of setting etc.: *'vast crowds'; 'the mountains formed a natural amphitheatre...'*

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 4 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	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

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

2. Should team sports be a compulsory part of the school curriculum?

Write the text of a persuasive speech to be given to your year group, **either** in support of the idea of compulsory sports or against it.

(Total for Section B: 25 marks for Writing)

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.

- The topic could be approached in a number of ways. A light-hearted speech could be as effective as a serious argument. Judge each answer on its merits.
- The chosen style or register should reflect the specified context of a year group audience.
- The context implies a degree of formality, but use of slang or colloquial expression for particular effect might not be inappropriate.
- 'Speech' also implies a degree of formality, as opposed to a 'talk'. Its structure and expression should show an awareness of a listening audience; thus the use of rhetoric, and of words and phrasing patterned for their sound, would merit reward. A text which simply reads like an essay would be less effective.
- To ensure the argument is clear and logical, sentences are likely to be complex, with verbal linking and a sequenced paragraph structure.
- Emotive language may also be used for particular effect as the context implies the need to persuade other students to the candidate's point of view.
- It is impossible to be prescriptive about content. Candidates may refer to the general importance of keeping fit; to learning to work as a team, as preparation for the work place and life outside school; to concerns about selfishness or the self-obsessiveness of our society; to the importance of team sport in national terms. Counter-arguments might relate to whether sport should be compulsory generally because of pressures on the academic curriculum; to issues of choice and freedom; to issues of personal fitness; to the need to find sports which are individually suited to each student and so on.
- The crucial point is that the speech must either argue for or against the topic. This might be achieved in a number of ways, including balancing ideas for and against, but ultimately the candidate should make clear that s/he supports or opposes the statement.
- Candidates should use examples and evidence to support their ideas.
- Whether the ideas expressed seem perverse or mistaken to the individual examiner should not be an issue. Be alert to (and reward) unusual responses which are well written and argued.

Weaker answers are likely to be brief and undeveloped in argument, perhaps merely expressions of opinion, and show little awareness of the 'live' context; **more successful answers** will be strong in terms of argument and style, and give a clear sense of the specified audience.

NOW REFER TO PAGES 10-11 FOR THE ASSESSMENT OBJECTIVE GRIDS

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

3. Some people think that not enough is being done to preserve traditions and customs.

What aspects of your way of life would you most want to keep and why?

(Total for Section B: 25 marks for Writing)

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 an 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.
- 'Traditions and customs' could be interpreted in a variety of ways. The individual candidate may choose to write about cultural, religious or social traditions, but the subject might equally be narrowed to other areas like sport. Typical content might relate to clothing, food, family life, marriage customs and so. Judgements on the quality of the content should not relate to subjective concepts of appropriateness or seriousness; accept any ideas or references which are reasonably relevant. Accept each answer on its own terms, unless there is serious or deliberate misinterpretation of the question.
- The word 'aspects' could be applied generally and/or specifically.
- The use of the second person pronoun in the question's phrase 'your way of life' also allows the candidate to apply it widely to the nation as a whole or to a specific community.
- A candidate could legitimately argue that the preservation of customs and traditions might be damaging or dangerous to society and hence not want to retain some or any of them. Provided the argument is clear and supported, this approach should not be penalised.
- 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 undeveloped in argument, with little or unconvincing use of supportive evidence, and in a loose structure; **more successful**

answers are likely to develop a wide ranging and well evidenced argument, which conveys the candidate's ideas and viewpoint logically and in a consistent and cohesive form and style.

NOW REFER TO PAGES 10-11 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 website for a television channel is running a feature on gender issues and has asked for comments on the question ‘Are teenage girls still treated differently from boys?’

Write your response, giving in detail your views on the subject. You may wish to comment on the topic in relation to home, school, the workplace or any other relevant area.

(Total for Section C: 25 marks for Writing)

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 **clarity with which the candidate outlines his or her views**.

- The term ‘website’ allows for a number of approaches: considerable latitude should be given to candidates in regard to choice of structure and style. The most likely approach is a sequence of paragraphs developing the candidate’s ideas, but the answer could be written in a single block or even in bullet point form. Judge each answer on its merits.
- Though the whole text structure is left to the candidate, the internal structure of the writing will need to be cohesive enough to present the candidate’s viewpoint clearly.
- This is likely to require complex sentences and careful verbal linking.
- The clarity of the expression and the consistency with which each approach is developed are key factors in assessment. The style adopted could be either formal or informal, depending on the candidate’s conception of the website and its audience.
- Credit should be given to candidates who express their views in a way - typically sharp and witty - arrests the attention.
- In this context the commentary could be either subjective, or balanced and objective; it is crucial, however, that the candidate develops his or her ideas in some detail.
- No allowance is made for the use of graphics in the mark scheme. Assessment is only based on the use of language.

Weaker answers will be superficial and undeveloped, and lack a consistent sense of style and structure; more **successful answers** are likely to be thorough, show a strong grasp of context, and present the candidate’s views in an 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.

5. Write about an event, scene or occasion which you thought was extraordinary.

Analyse the reasons why it was exceptional.

(Total for Section C: 25 marks for Writing)

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 experiences**.

- 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 event, scene or occasion, 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 incident or occasion. 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 incident exceptional.
- The veracity or validity of the incident should not really be questioned. Accept the interpretation of 'extraordinary' or 'exceptional' 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 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
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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
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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