

GCSE

Edexcel GCSE

English B (1204 3F) Unprepared non-fiction

November 2006

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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 *Life on Air*, by David Attenborough.

How does the writer bring out the challenges of filming and presenting a television programme about Krakatau?

You should write about:

- how he imagined the film would look and how it actually turned out
- the problems he and the film crew faced
- the problems of telling the story to camera and how he overcame them
- interesting 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 how the writer brings out the challenges of filming and presenting
- 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.

how he imagined the film would look and how it actually turned out

potentially dramatic pictures	<i>a river of molten rock... a fountain of fire</i>
exciting lighting effects, highlighting him	<i>...my face lit by its glow</i>
the backdrop of the night sky would be particularly effective	<i>a scarlet fountain of fire played into the night sky...</i>
in reality it has to be filmed in the less effective light of morning	<i>...in the cold light of dawn it was no longer the spectacular display it had been in the darkness of night...</i>
the film has to be presented on the boat not in front of the volcano	<i>..recording and filming, I meandered round the little boat...</i>
he had to talk to camera for two minutes	<i>The story took two minutes to tell...a very long time in television terms...</i>
ultimately he was successful	<i>..it seemed to hold the attention...</i>

the problems he and the film crew faced

Anak Krakatau is a long way off	<i>...we sailed out to the island...on the far horizon</i>
the discomfort caused by falling ash	<i>...close enough...for ash to drift down on us, stinging our eyes and matting our hair</i>
the threat to the filming equipment	<i>...glass sharp particles of ash. If just one of those got on the camera lens, we would be in trouble</i>
the weather	<i>It turned to rain, falling gently at first and then, within minutes, drenchingly.</i>
lack of shelter	<i>There was nowhere to shelter.</i>
the cold	<i>Wretchedly cold...chilled bodies</i>

the problems of telling the story to camera and how he overcame them

the story involved a mass of statistics	<i>The trouble with the Krakatau story...was that it was full of facts and numbers</i>
the consequences of making a mistake	<i>Get one figure wrong, and the spoken piece would be ruined...</i>
puts the numbers on parts of the boat out of camera	<i>...the only solution was to chalk the numbers concerned on various parts of the ship</i>
pretends to be looking at the boat whilst actually giving the figures	<i>I meandered round the tiny boat glancing apparently abstractedly at the mast, the side...</i>
has to talk for a long time	<i>The story took two minutes to tell...a very long time in television terms...</i>

interesting use of language

figurative language (often linked with water) to convey the power of Anak Krakatau	<i>...fountain of fire...a river of molten rock... a steady blast like the clearing of giant lungs... bombs of scarlet lava</i>
words associated with bright colour, especially reds	<i>...scarlet fountain...a red glow..... scarlet lava</i>
words associated with bright light and intense dark, sometimes in antithesis	<i>...the moon was shining... with such brilliance...lightning flashing... ...gloom/red glow, ...the cold light of dawn/the darkness of night... ...the dazzling firework display...</i>
words (especially verbs) that suggest energy	<i>...fountain of fire played...flashing...It jetted high...squirting lava...</i>
use of adverbs to increase the drama	<i>(we looked) apprehensively...wretchedly (cold)...(we sat) miserably...tremendously (exciting)...</i>
precise, descriptive words	<i>...glass-sharp particles of ash</i>
words and phrases used for humorous effect	<i>I meandered round the boat glancing apparently abstractedly... I reckoned I had won my spurs as a presenter</i>

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
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. “There are hundreds of TV channels and still there is nothing worth watching!”

“TV provides plenty of excellent sports, entertainment and factual programmes.”

Argue in favour of **one** of these viewpoints, giving reasons and examples to support your ideas.

(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.

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**.

The effective and logical development of argument in support of one side of the issue is a key discriminator in this question.

- 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 and the choice of form, though most will probably opt for an essay.
- The language used is likely to be formal in terms of choice of words and sentence structures. Candidates, however, may quite legitimately try to enhance the impact of their views by adopting a more informal kind of expression. Emotive language may also be used for particular effect.
- The argument should be developed in a logical, clear style, with ideas linked by verbal devices. Sentences are likely to be complex, but structures may be varied to maximise the impact of the writer’s opinions.
- Candidates should use examples and evidence to support their ideas.
- The merit of the answer will largely be determined by the cohesiveness and clarity of the argument in support of one or other of the statements.
- Typical content will relate to the candidate’s own experience but points for the first statement that television is not worth watching might include the heavy dependence on soaps, reality and game shows, and formulaic programmes (‘makeovers’, house purchase, cooking, auctions etc.); the lack of genuinely factual programmes; heavy reliance on so-called celebrities; too many sports programmes; too many advertisements; little that deals with subjects or people in depth; having to

pay for the best channels; too many old films. Points in favour of television might point to the range of choice now available – something for every taste; the technical quality of most programmes; the range of entertainment or sports programmes available often including (albeit at a price) top stars; educational channels provide a huge number of options and are often free; news items are high quality and international and use the most up to date equipment (e.g. satellite phones) to bring unparalleled coverage; and so on.

- Be alert to (and reward) effective responses which use wit and humour.

Weak answers are likely to be brief and undeveloped in argument, perhaps merely assertions of opinion, and not clearly in support of either statement; **more successful answers** will be strong in terms of argument and style, and develop a convincing argument in support of one side of the argument.

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**.

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3. A secondary head teacher is thinking of abolishing homework, arguing that it is outdated and that students should manage their own learning instead.

Write a letter to this head teacher, giving advice on what you think secondary schools should do about homework.

You could consider the following points in your letter:

- whether homework helps students or not
- good and/or bad examples of homework
- other demands on students' time
- whether students can be trusted to manage their own studies
- if it is abolished, what should replace 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.

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 the effectiveness with which the advice is given** are key discriminators.

- The answer needs to show a clear sense of form and audience, though there is no single approved way of setting out a letter. Letters with an opening, which is clearly addressed to the Head Teacher (e.g. Dear Sir/Madam, Head Teacher) and an appropriate conclusion (Yours sincerely/faithfully) are likely to be more purposeful. Heading addresses are not required.
- Candidates may write from the perspective, or in the persona of a character of their choice, for instance a student, parent or teacher.
- A clear structure should (in most cases) be reflected in an ordered sequence of paragraphs, the first establishing the context, followed by a linked series of paragraphs which present and develop the candidate's ideas. The final point should provide an effective conclusion to the advice.
- Given the context of a letter to a head teacher, the style should be relatively formal, with some complex sentences and phrasing. Engaging, clear expression should be rewarded positively. Style which is over-dependent on slang or street language is likely to be contextually inappropriate, and also self limiting, by restricting the opportunity for the expression of more complex 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. The overall cohesiveness and clarity, with which the advice is given, to a large extent determine the answer's merit.
- Typical content will depend in the main on the candidate's own experience. On the first bullet point, candidates may comment on how homework could enhance study skills and personal discipline, or, alternatively, limit the student's educational experience and act as a disincentive if the work is boring. For the second bullet point, examples of bad practice may include rote learning of formulaic, time filling exercises which have little intrinsic value or can easily be copied; good practice might involve using homework to supplement and extend lessons, or to encourage students to engage in personal research or to stimulate further interest in the subject. These points may lead into the second bullet point: Comment on the third bullet point will probably relate to the many pressures – social, economic, family – that teenagers (particularly) are subject to. For the fourth bullet point it might be argued that, particularly at Key Stage 4, teenagers are expected to be adults in many ways and carry adult responsibilities, so it would be sensible to extend this to homework; on the other hand it could be argued that many teenagers need a strong framework of imposed discipline in work at a time when, psychologically and biologically, they are very vulnerable. Finally, alternatives would involve systems which allowed for flexible working, perhaps in extended sessions at school, or individually prepared study plans, incorporating some activities and tasks that are not classroom based, but do not necessarily entail working at home.
- Candidates should make clear what they think is best practice in this field. It is particularly important for examiners to be open minded about this and not pre-judge ideas and content.

Weak answers are likely to be brief, loosely structured and lacking in clarity, with asserted statements of advice; **more successful answers** should give precise advice, supported by good examples, over a relevant range of topics, and be expressed in a style which is appropriate to a letter and shows a strong sense of context and purpose.

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. In the passage, David Attenborough was forced to re-think his approach to filming.

Write about a time in your life when events did not run smoothly or you had to change your plans unexpectedly, commenting on how you dealt with it.

(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.

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**.

The key discriminators are likely to be the **depth and clarity with which the candidate writes about the challenging occasion and comments on how the challenges were addressed**.

- The question expects an answer that will involve both commentary and narrative/descriptive, 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 challenging time or change of plan and the commentary will probably be presented in separate parts of the answer. Language could be used subjectively, that is imaginatively and expressively, when recounting the former, but the commentary – and the candidate's reflections – on it will require a more objective style of writing. However, it is possible to present an answer which incorporates both account and commentary. This approach would involve a more developed use of syntax and vocabulary.
- The same is true of structure. The commentary part of the answer will need a more analytical approach, perhaps using 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.
- It is important that the candidate indicates clearly what the occasion was, or what the original plan was, and in what ways events did not "run smoothly", or why the plan was altered, giving the reasons. They should write about a difficult sequence of events or a process that had to be altered, rather than a choice.

- Examiners are likely to be faced with a wide variety of occasions, and differing concepts of troubled times and plans, including what a change of plan might be. Answers which deal with times when events did not run smoothly may well focus on break-ups in relationships, both personal and those involving close relatives or friends; illnesses and handicaps; financial hardships. If addressing the alternative ‘changed plan’ option, most candidates will write about career or academic or recreational plans that had to be altered or re-thought. Better answers will probably result from the candidate addressing the ‘unexpected’ element here; for instance an answer which comments on how a game was won as a result of a change of tactics, or how apparent weakness was surprisingly turned to a strength. Alternatively, candidates may write about something which is completely spiritual or cerebral – a religious or political conversion, or simply a changed perception of a person or thing. The answer should also include comment on how matters were dealt with; this is the part of the answer that is likely to be strongest in abler candidates, who may well provide a full evaluation of the whole process.
- Candidates are given the option of writing about a difficult period or an unexpected plan. Some, however, may legitimately write about both.
- Examiners should not make subjective evaluations of the subject matter, for instance in terms of its significance or truthfulness.
- Reward unusual but effective approaches, for instance those using wit and humour.

Weak answers will be more heavily weighted towards account or description rather than commentary, with little focus on how the challenges were dealt with, whereas more successful answers will convey the experience vividly and provide a thorough, clear commentary, in cohesive and engaging style and form, of both the dilemma and how the problems were faced.

NOW REFER TO PAGES 15-16 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

5. A magazine with a wide readership has published an article based on a study which found that most younger teenagers and adults think that seventeen is the perfect age.

Write an article for this magazine, commenting in detail on what you think is the perfect age.

In writing about your chosen age, you may wish to include points about freedom, security, responsibilities, work load, money, relationships, enthusiasm and so on.

(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.

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**.

The key discriminators are likely to be the **clarity and detail with which the candidate comments on the topic** and the **effectiveness with which this is presented as a magazine article**.

- The phrasing ‘magazine with a wide readership’ defines the kind of approach necessary, but some variety is possible. The term ‘article’ implies a continuous piece of prose, though this might be adapted in various ways. The consistency with which the chosen style and structure are followed and their effectiveness in conveying the candidate’s comments are likely to be critical factors in assessment.
- The commentary needs to be tailored to the readership and the adopted style should also reflect this audience. Expression may be informal – perhaps very informal - and some use of teenage slang would be appropriate, provided the conveyance of meaning is not impeded. Expression may be casual but not inaccurate and loose.
- The same applies to structure. The use of headlines, short paragraphs and other typographical features might be used to enhance the appeal to the audience, provided the material remains coherent. The consistency with which the chosen style and structure are sustained could again be a deciding factor in awarding marks.
- Commentary entails some degree of objectivity and evaluation; better answers will recognise this and not rely on assertion.
- The question is open to many interpretations. Any age could be preferred, but there are opportunities for thoughtful candidates to elaborate the reasons behind specific choices. Candidates may rely on the suggested topics, but some will develop their own.

- The word ‘perfect’ is also likely to be interpreted in a wide range of ways, each depending on the individual candidate’s predilections. The benefits of youth, enthusiasm and freedom are likely to be advocated, but candidates may also bring in ideas about contrasts between what is perceived and what is real, commenting, for instance, that some ages may give the false impression of being carefree, and, conversely, that increased risk and responsibility may also bring rewards.
- As this is a fairly light hearted topic, there are more than usual opportunities for witty or humorous approaches. However, candidates who approach the subject seriously should also be rewarded.

Weaker answers will show a limited awareness of the magazine context and be straightforward and brief, with a commentary which gives little in the way of analytical explanation for the choice. **More successful approaches** will be thoughtfully developed, with detailed evaluation of what the ‘perfect age’ is, and be expressed in an engaging and effective way, which is suitable for the magazine’s readership.

NOW REFER TO PAGES 15-16 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 five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer’s purpose	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

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

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