

GCSE

Edexcel GCSE

English B (1204 5H) Unprepared non-fiction

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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 in which Kari Herbert writes about a whale hunt in the Arctic.

How does the passage bring out the importance and challenges of whale hunting for the Inuit people?

You should write about:

- why the Inuit hunt for whales
- the difficulties and dangers faced by the hunters and the women
- the mixed feelings of the writer
- 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 the passage in terms of how it brings out the challenges and importance of whale hunting
- 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.

why the Inuit hunt for whales

blubber prevents diseases	<i>...this rich source of vitamin C was one of the reasons the Inuit have never suffered from scurvy</i>
... and also provides light and heat	<i>...the only source of light and heat...</i>
whale meat is a crucial food	<i>...a valuable part of the diet for man and dog...</i>
the tusk is used for many purposes: i. as a tool ii. for making talisman iii. for building	<i>... used for harpoon tips and handles... ...for carving protective tupilaks... ...even as a central beam for... dwellings</i>
Whale meat is important as a trading commodity	<i>...could be sold to other hunters...bringing in some much-needed extra income</i>
every part of the whale is used	<i>They use every part of the animals they kill...</i>
they do not hunt for sport	<i>...nor do they kill for sport.</i>
the supply of imported goods is limited	<i>..only one annual supply ship...small twice-weekly plane...can only carry a small amount of goods</i>

the difficulties and dangers faced by the hunters and the women

the women have to be emotionally strong; they watch the hunt intensely knowing how dangerous it is...	<i>The women clustered...each focusing on her husband... a small gasp or jump...Each wife knew her husband instinctively and watched their progress intently</i>
...and important.	<i>...It was crucial to her...it was part of their staple diet...</i>
narwhal are difficult to catch	<i>The narwhal are intelligent creatures, their senses are keen and they talk to each other...their hearing is particularly developed.</i>
contrast in size between hunter and prey	<i>..they (the narwhal) were huge</i>
vulnerability of the hunters	<i>..miles from land in a flimsy kayak...</i>
their hunting weapons are simple	<i>The hunter had no rifle, only one harpoon</i>

the mixed feelings of the writer

feels for both hunter and prey	<i>...my heart leapt for both hunter and narwhal...</i>
respects the hunter's bravery to be rewarded but wants the whale to escape	<i>...a foolhardy exercise...that could only inspire respect. And yet...my heart also urged the narwhal...to survive.</i>
conflict of thoughts and feelings	<i>I urged the man on in my head...my heart also urged the narwhal..</i>
caught between conservation ideals and awareness of practical necessities	<i>I understand...the needs of the hunters and their families/ mammals that we demand to be protected because of their beauty</i>
dilemma over her eating seal meat	<i>"How can you possibly eat seal?" I have been asked...</i>
emphasises that the Inuit hunt to live	<i>...they do not kill for sport</i>

interesting use of language

Use of local words and terms adds authenticity	<i>Tupilaks, mattak</i>
very precise language gives authority to informational sections	<i>Its blubber is rich in necessary minerals and vitamins... ...to catch Arctic halibut for which they have a particular liking.</i>
more heightened, occasionally figurative, language use for the hunt	<i>It was like watching a vast, waterborne game with the hunters spread like a net around the sound.</i>
use of breaks in sentences designated by dashes gives a sense of immediacy and drama	<i>- in that split second my heart leapt...</i>
impersonal language used initially to convey information and description; first person introduced as it becomes more of a memoir and expressive of the author's feelings and thoughts	<i>I urged the man on in my head...my heart also urged the narwhal...</i>
non standard sentences, sometimes beginning with connectives, establish a sense of intimacy with author's inner thoughts and give a conversational flow.	<i>And I know one cannot afford to be sentimental... True, the images...</i>
patterns of three also add to the emotional intensity of some sections.	<i>..to dive, to leave, to survive</i>
...as does the use of repetition...	<i>He was so close, and so brave... The Inuit do not kill seals using this method, nor do they kill for sport</i>
balanced sentences, complex sentences convey detailed information; often related to each other by semi colons	<i>Imported goods can only ever account for part of the food supply; there is still only one ship that makes it...and...</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
8-10	fair understanding of the text some interpretative comment	some understanding of language an attempt to evaluate use of language	valid points some development some relevant textual support
11-13	generally sound grasp of the text reasonably secure interpretation	fair understanding of language reasonably sound evaluation of the use of language	mostly clear points some reasonable development generally appropriate examples/references
14-16	sound grasp of the text secure interpretation	clear understanding of language sound evaluation of the use of language	a range of relevant points reasonable development appropriate examples/references
17-19	thorough understanding of the text thoughtful interpretation	good analysis of language thoughtful evaluation of the use of language	a good range of well-focused points sustained development apt use of examples/references
20-22	assured understanding of the text perceptive interpretation	confident analysis of language sensitive evaluation of the use of language	a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references
23-25	Impressive command of the text cogent interpretation	Penetrating analysis of language Sophisticated evaluation of the use of language	a variety of astute and discriminating points commanding exploration of ideas deft use of apposite examples/references

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

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

SECTION B: WRITING TO ARGUE, PERSUADE, ADVISE

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

2. Your class is to debate the topic “Human beings are more important than animals.”

Write the script for a speech to be given in this debate arguing **either** in favour of this view **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.

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.

- The chosen style or register should reflect the specified classroom audience, though the candidate’s interpretations of what is appropriate may vary.
- The context implies a degree of formality, but some use of slang or colloquial expression for particular effect might not be inappropriate. The use of street language would be out of place.
- ‘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.
- Candidates should also be given some latitude in the interpretation of ‘debate.’ This might be a formal or semi-formal, or even an informal exchange of views. Candidates who attempt to dramatise are missing the point and are likely to limit their opportunities to develop an argument.
- To ensure the argument is clear and logical, sentences are likely to be complex, with verbal linking and a sequenced paragraph structure. Emotive or rhetorical language may be used for particular effect; argument and persuasion could legitimately be linked in this context.
- Candidates should use examples and evidence to support their ideas.

- The question asks candidates to argue for one side or the other. This might be achieved in a number of ways, including balancing ideas for and against, but ultimately the candidate should make clear s/he supports or opposes the statement.
- Arguments for the topic could include references (among many others) to: religious texts; medical research using animals; the needs of people living at (or near) subsistence level (like the Inuit); definitions of animals – where do you draw the line? Arguments against might refer (among many others) to: the need to conserve beautiful species (like the narwhal) to prevent extinction; equality - humans as animals; human dependence on partnerships with animals; that exploitation of animals is no better than exploitation of humans; and so on.

Weak answers are likely to be brief and straightforward in argument, perhaps merely expressions of opinion, and show little awareness of the context and purpose; **more successful answers** will develop a logical argument, making a good range of aptly reasoned points supported by evidence. They will attempt to shape audience reactions by command of expression and by adopting a style appropriate to a speech to be delivered to the specified audience.

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

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

3. 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 is the best policy for homework.

(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.
- 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.
- Typical content will depend in the main on the candidate’s own experience, but may well include comments on the importance of homework to support and extend class work, and the ways in which it can help to develop study skills and personal discipline. More adverse comment may deal with pointless exercises; the ways in which homework can become corporate rather than individual; the fact that many courses nowadays require activities which require (perhaps) special equipment and tasks which can’t be done at home. Other comment may relate to the many pressures – social, economic, family – that teenagers (particularly) are subject to, and the shortage of time.
- 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. Write about a place you know well, or have re-visited, that has changed significantly.

Analyse the ways in which it has changed, giving your thoughts and feelings about these changes.

(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 analyses the changes in the chosen place and conveys his or her thoughts and feelings about it.**

- The question expects an answer that will be primarily analytical, but will also include a descriptive element. There is no prescribed or ideal approach, but a key factor in awarding marks may well be the candidate's ability to integrate analysis and description.
- The description or account of the place and the changes that have occurred, and the analysis could be presented in separate parts of the answer. Language could be used imaginatively and expressively in the description. A more objective style of writing will be necessary when analysing the changes and their effects on the candidate. It is possible to present a descriptive account with embedded analysis; this approach would involve more developed usage of syntax and vocabulary.
- The same is true of structure. The analytical part of the answer might need complex sentences and precise paragraphing, whereas a looser, more expressive style might be used for the account.
- The effectiveness with which the candidate integrates style and structure will be important.
- Examiners are likely to be introduced to a wide variety of places – home and holiday localities, places as domestic as house extensions (even individual rooms) and as extensive as major shopping or sports complexes, maybe even entire geographical areas. Accept the interpretation of 'place' on the candidate's terms. Its authenticity should also not be questioned.
- The candidate's ability to analyse is the critical factor. The focus of the answer should be on the ways in which the place has changed. Typically these will be physical – differences in buildings, decor, streets, usage etc. - but a more thoughtful candidate may focus on other, less tangible features, like changes in atmosphere, tone, even in people.

- Reward unusual but effective approaches, for instance those using wit and humour.

Weak answers will be more heavily weighted towards description, perhaps of a general kind rather than focused on changes, with limited analysis, whereas more **successful answers** will convey the changes fully and provide a thorough and lucid analysis of these and their impact on the candidate.

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. A recent study by a market research company found that most younger teenagers and adults think that seventeen is the perfect age.

Comment on this, giving your views on the perfect age.

(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**.

In this question, **the clarity and development of the candidate’s comments** on the quotation are key discriminators.

- Various approaches are possible. The question provides no specific form or audience. Most will answer in essay form but candidates who present their answers in alternative forms, for instance as a feature article, should not be penalised.
- The question is open to all kinds of answers. Any age could be preferred, but there are opportunities for thoughtful candidates to elaborate the reasons behind specific choices. Candidates may wish to comment on points relating to issues of personal freedom, security, responsibilities, relationships, work load, money, enthusiasm, appearance, and so on.
- 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, energy 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 are likely to present a straightforward, unelaborated answer to the question, with little 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.

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 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

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