

Mark Scheme (Results)

Summer 2007

GCSE

GCSE English B (1204/5H)

1204/5H: Unprepared Non-Fiction

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 *The Bronski House*. How does the writer bring out a vivid sense of what was special about the house called Braganza?

You should write about:

- the description of its setting and history
- its atmosphere and what it contained
- Zofia
- the use of language.

Support your answer with examples from the text.

(Total for Section A: 25 marks for Reading)

Assessment Objectives:

- read with insight
- 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 the writer brings out what is special about the house
- using textual evidence to substantiate the points made
- the passage's techniques, including the use of language.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question. Keep in mind the three inter-related strands (**understanding and interpretation of texts, understanding and evaluation of writers' use of language, selection and development of appropriate material/textual references**) of the reading mark grid and the "best fit" approach statement.

the description of its setting and history

Has a beautiful view	<i>...a bird's-eye view of a Cornish Harbour...</i>
The view opens out in a way that suggests possibilities of travel	<i>...a kind of gateway to the plains of the open sea.</i>
Exotic tree in the garden	<i>In front of the house was a monkey-puzzle.</i>
Romantic history of the building of the house	<i>His last mission had been to take a member of the Portuguese royal family into exile...for this he had been rewarded with a casket of gold...the gold he used to build the house.</i>
Even the lawn is strange	<i>The lawn...was as dry as a desert.</i>
Cornwall is unique	<i>If Cornwall wasn't quite England, it wasn't quite abroad either</i>
The House's name itself is romantic and strange (actually named after the Royal House of Portugal)	<i>Braganza</i>

its atmosphere and what it contained

Everything seemed different, foreign	<i>...the noises, the food, the smells...The voices...were foreign ones.</i>
Sprawling, vast house	<i>Braganza was a big house...remote corners...</i>
It is full of strange objects... ..and paintings/carvings	<i>Wolfskins, bearskins, cutlasses etc ..eerie wood-cut...</i>
Many of these objects are foreign (Russian/East European) too or are of foreign places	<i>...icons...silver samovars... the painting of a long, low-fronted house and the larch tree that stood in front of it.</i>
Suffused with a feeling of sadness...	<i>..I knew that some profound sadness lived in its more remote corners.</i>
..which is difficult to define	<i>..a sadness rooted in truth - a sadness that was also a springboard for joy.</i>

Zofia

Herself foreign	<i>Zofia was Polish</i>
She has a remarkable and attractive voice	<i>...such honeyed tones that I would simply (let) the words fall over me like balm.</i>
Her looks are also very unusual, evocative	<i>...her faraway looks, her pale translucent eyes.</i>
She is charismatic	<i>I loved the aura that surrounded her</i>
She too is sad	<i>I loved her sadness.</i>

the use of language

Compound adjectives provide precise descriptions	<i>Grey-fronted, steep-lawned...Medusa's-head Stern-gazed women, the tousle-headed men</i>
straightforward verbs also help reader envisage the scene	<i>curled ...bobbed ...</i>
Simple sentences suggest the child's memory and perspective	<i>The bay was hazy. White sails drifted across it.</i>
Incomplete sentences suggest someone thinking	<i>But I knew...Not an...But I sensed...But most of all...</i>
Words that suggest exotic associations	<i>Medusa's-head of bracts...icons...silver samovars</i>

Some invented words to define special qualities	<i>...a 'don't-go- too-close-dear' sadness;</i>
images that suggest strangeness, foreignness, something alien; that things are not quite what they seem	<i>As dry as a desert...an old stone bridge the colour of elephant skin...strange and far-off island...faraway looks</i>
Words with romantic associations	<i>Casket of gold...cutlasses...</i>
Metaphorical language to suggest Zofia's attractiveness	<i>... honeyed tones...letting the words fall over me like a balm...</i>
Alliteration adds child-like humour, atmosphere of fairy tales	<i>...cobblers cobbling and reapers reaping..</i>
Repetition of words and phrases to emphasise atmosphere and feelings	<i>Sadness...I loved</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 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

2. What advice would you give to a friend who is deciding how to spend his or her summer holidays?

(Total for Section B: 25 marks for Writing)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- 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 detail of the advice are key discriminators.

- The form is left to the candidate, but an essay is likely to be the most common response. A letter to the friend is also a possibility. The audience is the examiner, but the candidate may address the friend directly.
- The tone and style could be either informal or formal. If the register is too colloquial, the writing will lose impact.
- Candidates may well write about their own experiences of family holidays, or individual experiences, perhaps of adventure holidays, foreign exchanges, or simply occupying themselves in the local area. It is possible to interpret the question either as the whole period of the summer holidays or a specific, special period during the holidays.
- Candidates can be expected to explain their ideas in some detail. A degree of persuasion is likely (and acceptable) but better answers will give the advice in a way that suggests the recipient has a choice. An approach which merely asserts a viewpoint is likely to be less convincing.
- The question provides the candidate also with the opportunity to tailor both the advice and the way it is given to the individual.
- The points of advice should be clear so that the recipient will have guidelines to follow. These may include specific recommendations of places, venues, activities, or kinds of recreation. Good advice may include warnings of danger or problems, and suggestions on how these should be addressed.
- A structure of paragraphs is likely to organise the advice in a way that draws attention to the key points.

Weaker answers are likely to be straightforward and give brief, assertive points of advice in an uncertain structure and in a very informal style. Stronger answers will make a good range of aptly chosen points of advice, with effective explanation, in a cohesive structure and in a clear style which is appropriate to the recipient.

NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.

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

3. Some people think that coursework is a bad idea, with many dangers, whilst others think that it helps students to achieve their best.

Argue **either** for or against one of these views.

(Total for Section B: 25 marks for Writing)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes.
- 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 of the viewpoints is 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 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. This could be done in a variety of ways, including looking at both sides of the argument, but, ultimately, the response should make clear which side of the argument the candidate favours.
- Typical content will relate to the candidate's own experience but points for the first statement (unfavourable to coursework) might include:
 - it carries a weight of personal responsibility, including the pressure to meet deadlines, perhaps for several subjects at the same time
 - there is potential for unscrupulous approaches, including the use of websites that offer ready prepared essays
 - parents or teachers may provide unfair support
 - it is difficult to verify that the work is completed in a way that is permitted.

Points for the second statement (in favour of coursework) might include:

- it removes the pressures of the examination room
- it provides opportunities for individual study and development
- it improves student skills, in IT, personal organisation, study/research
- it is ideally suited for practical subjects like Art.

Weak answers are likely to be brief and undeveloped in argument, perhaps merely assertions of opinion, and unclearly in support of either statement; **more successful answers** will develop a convincing argument in support of one side of the argument and be effectively expressed and structured.

NOW REFER TO 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 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. Under the law, parents are responsible for ensuring that their children receive an effective education. Some parents do this by taking their children out of school and educating them at home.

Review the advantages and disadvantages of having an education based at home.

(Total for Section C: 25 marks for Writing)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- 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 discriminator in this question is the effectiveness with which the candidate reviews the pros and cons of having home-based schooling.

- No specific audience or context is given. Most candidates will answer in essay form but other approaches would be viable.
- The context is likely to best served by a formal approach, in terms of choice of vocabulary and sentence structures. Clear, objective expression should be rewarded, but there may be a more personal edge to the expression when personal opinion or experience is conveyed.
- It is important that the candidate gives (as required by the question) both the pros and cons of the home-based education, but these do not need to be exactly equal in balance. The extent and degree to which each is discussed will depend to some extent on the candidate's viewpoint.
- Points and ideas should be supported by reasons and/or evidence.
- Points for home-based education might include:
 - It liberates students from a restrictive curriculum
 - It allows for an independent and individualised education
 - It solves particular problems e.g. bullying; poor teaching
 - It ensures the student is more in touch with his/her family or community.

- Points against home-based education might include:
 - It stifles the student in terms of social education
 - It could be limiting in curriculum
 - Homes cannot provide the range of resources available in school e.g. laboratories; IT; sports
 - School encourages team and interpersonal skills.
- The extent of the detail in the commentary will also be an important factor in judging the answer's merit. Most students will conclude with their personal viewpoint; better ones will provide an overview which evaluates both sides of the issue.

Weaker answers will be unbalanced and superficial, with tendencies towards subjective and expressive assertion; more successful answers are likely to be thorough, and present points for and against the idea in a way which is both objective and engaging.

NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.

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

5. Write about a house, or a building, which has special significance or memories for you, and comment on why it is, or was, important to you.

(Total for Section C: 25 marks for Writing)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- 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 detail of the comments on the building's significance** to the candidate.

- "House" or "building" are terms which are open to many interpretations; they could be used with reference to homes; to institutions (e.g. a school); on a grander scale they could be referred to palaces or mansions that the candidate has visited; or religious buildings (e.g. church; temple; mosque; synagogue); the buildings could feasibly be fictional. All of these approaches would be acceptable. Similarly the interpretation of "special significance" will depend on the individual candidate.
- Answers will have descriptive and/or narrative content but the commentary will need to form a significant part of the answer if the question is to be effectively addressed. The commentary might be incorporated in a descriptive account of the house or building.
- Language could be used imaginatively and expressively, when writing about the house or building, and objectively, when commenting on its significance to the candidate. Effective analysis is likely to need more complex sentences and language, allowing the candidate to balance and evaluate the key aspects of the experience.

Weak answers will tend to be brief and over reliant on description or narrative, with little commentary. **More successful answers** will present both an engaging description or account of the house or building and a perceptive commentary on why it was significant to the candidate.

NOW REFER TO 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

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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
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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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