

Mark Scheme (Results)

November 2007

GCSE

GCSE English (1204/3F)

SECTION A: UNPREPARED NON-FICTION

You must answer the question in this section.
You should spend about 40 minutes on this question.

Question Number	Question	Mark
1	<p>Read the extract from <i>Slow Coast Home</i> by Josie Dew. How does the writer make the description of her experience of the fire on the train interesting and vivid for the reader?</p> <p style="text-align: center;">You should write about:</p> <ul style="list-style-type: none"> • the presentation of the passengers, including what they say and do • her own thoughts and feelings • the guard and what he does • the use of language. <p style="text-align: center;">Support your answer with examples from the text.</p>	(25)

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 how the writer creates a vivid picture of her experience
- Using 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 use of language

Frequent use of first person pronoun - personal account	<i>Thinking that perhaps I had imagined it, I tried to lose myself in my book. Again my nose twitched.</i>
Variety of sentence structures - including minor sentences, indirect speech, questions - to create tension and humour	<i>There I was, sitting on the 10.05 train to London, reading a book, when my nose twitched. Smoke. I smelled smoke. Funny, I thought, had I sat in the smoking carriage by mistake? I looked around.</i>
Use of direct speech to add variety, actuality/humour	<i>'Don't panic,' I said, 'but I think the train's on fire.'</i> <i>I'm on the train. Apparently there's a fire. . .</i>

	<i>what? . . . Yes. Damn nuisance...</i>
Parenthesis to add humorous afterthought	<i>(too bad if the emergency services had to put out a fire and pick up a head).</i>
conversational structures to convey sense of immediacy and train of thought	<i>There I was, sitting on the 10.05 train to London... Had the train passed a bonfire?... I saw that, no, my imagination was not running wild...</i>
use of made up words for same purpose	<i>Hmm.</i>
occasional use of slang to create informal, humorous effect	<i>I stuck my noddle back out of the window</i>
dynamic, active verbs, adjectives and adverbs to define the proactive, alert narrator	<i>Peered... wrenched... and gingerly stuck my head out...with hair flying and eyes streaming in the wind... I had to take action - and quick!... pulled long and hard</i>
negative language and constrained vocabulary to describe the passive passengers	<i>None twitched... stuck behind a mask... No one did anything... mild interest... finishing a dream... shuffle forwards</i>
also language associated with docile animals used of the passengers	<i>a sheepish expression... Like lemmings...</i>
repeated structures to convey lack of response	<i>Some continued sleeping. Some continued reading.</i>
more heightened language to describe the fire	<i>Black smoke was billowing... Leaping flames and black smoke were now engulfing...</i>
polite language of narrator provides comic counterpoint	<i>'Excuse me, everybody...Please don't worry...'</i>

the presentation of the passengers, including what they say and do

inactive, hiding away, lacking personality	<i>They were either asleep or stuck behind a mask of newspapers.</i>
reluctant to react; not wanting to get involved or draw attention to themselves	<i>No one did anything...No one wanted to know ...far more interested in finishing a dream, or pondering over The Times crossword...</i>
suspicious and unbelieving	<i>'Oh no! Not a loony on board!'</i>
slow witted; almost embarrassed	<i>Most passengers remained seated, not quite sure what to do next...a sheepish expression of mild interest</i>
less concerned with the danger than the inconvenience and social embarrassment	<i>"Look I'm going to be late for the meeting. I'm on the train. Apparently there's a fire. . . what? . . . Yes. Damn nuisance. . ." A middle-aged woman turned to me and said with a sigh, 'Whatever next?'</i>
complacent; submissive, unquestioning	<i>a sheepish expression... Like lemmings, they all started to shuffle forwards.</i>

her own thoughts and feelings

initially bemused by the smell	<i>Funny, I thought, had I sat in the smoking carriage by mistake?</i>
lack of reaction from other passengers makes her doubt herself	<i>Thinking that perhaps I had imagined it, I tried to lose myself in my book.</i>
initiates action; proactive, but cautious	<i>I slid open the window and gingerly stuck my head out of the window... 'Don't panic,' I said, 'but I think the train's on fire.'</i>
tries to maintain calm, but also nervous	<i>calmly turned... swallowing the panic rising up my throat</i>
her fellow passengers' lack of interest is gently mocked	<i>Hmm. No one wanted to know. They seemed far more interested in finishing a dream, or pondering over The Times crossword...</i>
Persistent	<i>I stuck my noddle back out of the window... I had to take action - and quick!</i>
Self deprecating humour	<i>I stuck my noddle back out of the window...(too bad if the emergency services had to put out a fire and pick up a head).</i>
Almost child like excitement at pulling the communication cord	<i>It felt good. With a jolt, the train ground to a halt. All because of me.</i>
remains critically aware	<i>The idea of moving over the fire to be crammed in a squashed space with all the other passengers did not appeal to me.</i>

the guard and what he does.

lacking any sense of urgency	<i>Eventually, the guard appeared, walking down the train</i>
more interested in his newspaper than his job	<i>still holding a copy of his well-thumbed Sun</i>
not alert, not doing what his job title suggests he should be doing	<i>Although...sitting...directly above... the fire, he had been totally unaware of its existence.</i>
panicky	<i>...the harassed guard burst into the carriage...</i>
the instructions he gives lack sense	<i>(He) instructed everyone to move immediately to the front of the train... the idea of moving over the fire to be crammed in a squashed space with all the other passengers did not appeal to me.</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

Question Number	Question	Mark
2	<p>Write a letter of advice to a friend, who is starting work experience or a part time job, to help him or her get the most out of it.</p> <p>You can write about any points you think are important, but you could include tips about what to wear, how to behave, relations with your boss and fellow workers, dealing with the public, balancing work with other aspects of your life, and your rights as a worker.</p>	(25)

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.

- Structure, tone and style are likely to be informal. However, the advice needs to come through clearly. Candidates who use street language or text style, or answer in a very colloquial way, may compromise the clarity of their expression and limit their attainment.
- Though candidates are encouraged to write about anything they think is important, a list of relevant issues is given which most candidates will follow. The list may be expanded to include points like money. A key discriminator may well be the extent to which a candidate is able to be selective, highlighting key aspects, and to give advice in a coherent way.
- Some awareness of the recipient should be shown in the way the advice is given - stronger answers may well be tailored very sensitively to their audiences.
- The question places emphasis on helping the friend to benefit from the experience of work, but candidates may interpret this in a variety of ways. For instance, a cynical approach might be as effective as any.

Weaker answers are likely to be straightforward and give brief points of advice in an uncertain structure and an over colloquial style. More successful answers will make a good range of aptly chosen points of advice, with effective explanation, in a cohesive, paragraphed letter. Advice will be carefully tailored to the individual.

NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.

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

Question Number	Question	Mark
3	<p>Some people think that it would help teenagers if they had to do some kind of compulsory service for a year, either in the army or helping the community.</p> <p>Argue the case either for or against this idea. You could include points about how this idea would affect teenagers in terms of:</p> <ul style="list-style-type: none"> • discipline and behaviour • education and career • becoming responsible citizens • giving them time to think about what they want to do in the future. 	(25)

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 side of the idea 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 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. Engaging, clear expression should be rewarded positively. Style which is over dependent on slang or street language is likely to be self limiting and restrict the opportunity for the expression of complex ideas.
- 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.
- A clear structure is also likely to be reflected in an ordered sequence of paragraphs, the first establishing the context, followed by a linked series which present and develop the candidate's ideas. The final point should provide an effective conclusion to the argument.
- Candidates should use examples and evidence to support their ideas.
- Candidates have the option to refer to some or all of the bullet points; they could either explore a few aspects in detail or try a more comprehensive approach. Alternatively, they might extend the bullet points; if they do so appropriately, they should, of course, be rewarded. The overall cohesiveness and clarity of the answer will to a large extent determine its merit.

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

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 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.

Question Number	Question	Mark
4	<p>A travel section of a newspaper is asking teenagers to contribute an article with the title "A Journey to Remember".</p> <p>Write an article about a memorable journey, analysing the reasons why you remember it so clearly.</p> <p>You can write about any kind of journey.</p>	(25)

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 the detail of the analysis and the effectiveness with which this is presented as a magazine article.

- The term 'newspaper travel section' defines the kind of approach necessary, but it is open to a variety of interpretations. The term 'article' implies a continuous piece of prose, though again this might be adapted in various ways.
- "Journey" is open to a number of interpretations; it could be a walk, a bus journey, a flight, safari, a tour, a pilgrimage; it could be seen metaphorically as a journey of the mind. All of these approaches would be acceptable. Similarly the interpretation of "memorable" will depend on the individual candidate.
- The answer needs to be tailored for the chosen newspaper readership and the adopted style and structure should reflect this audience. An over conversational style will be self limiting. 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 will be an important factor in awarding marks.
- Most answers will have some narrative or descriptive content but a strong analytical section is essential if the question's requirements are correctly addressed. The analysis could be conveyed in a number of ways, for instance it might be woven into an account of the journey.
- Language could be used imaginatively and expressively, when recounting the journey, and objectively, when analysing why it is so memorable. 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 show a limited awareness of the magazine context and tend to be brief and over reliant on description or narrative, with little analysis. **More successful answers** will show a sound command of context and audience, and present both a lively account of the journey and a clear analysis of why it was memorable.

NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.

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

Question Number	Question	Mark
5	<p>Some people like to live in a town or a city, whereas others like to live in the country.</p> <p>Which would you prefer to live in, and why?</p> <p>You could comment on:</p> <ul style="list-style-type: none"> • the environment, including the world of nature • availability of schools, hospitals and other services • transport • entertainment and social life • any other aspects which you think are relevant. 	(25)

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 is the effectiveness with which the candidate evaluates the advantages of town and/or country life, and comes to a personal conclusion.

- No specific audience or context is given. Candidates are free to approach the subject as they wish; most will opt for essay form.
- 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, especially when giving their overall opinions.
- The answer could be approached by focusing on one of the options, or by balancing both of them. Either way, a convincing answer will need comments on drawbacks as well as benefits.
- The bullet points provide a scaffold for an appropriate answer. Points may relate to:
 - pollution, including the quality of air, noise and pollution
 - the merits and demerits of open countryside and urban parks
 - bus and train services
 - cost of living, including housing, petrol
 - levels of traffic
 - relative loneliness and isolation
 - access and distance to schools and hospitals

- availability of entertainment venues (cinemas, clubs etc)
- dangers (drugs, theft)
- whether people are pleasanter or more sociable.
- Each candidate will have his or her own take on this issue; be open minded.

Weak answers are likely merely to express an opinion in a loosely structured form with little evidence of balance. **More successful answers** will develop a detailed commentary, balancing the advantages and disadvantages of one option or both, and come to a reasoned and convincing conclusion, incorporating a personal overview.

NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS

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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

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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

