

Mark Scheme (Results)

November 2007

GCSE

GCSE English (1204/5H)

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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>How to be a bad birdwatcher</i> by Simon Barnes. How does the writer try to interest the reader in why he enjoys looking at birds?</p> <p>You should write about:</p> <ul style="list-style-type: none">• how easy it is• the pleasures and rewards of looking at birds• the use of language, especially to create humour• the relationship between birdwatching and life. <p>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 the passage in terms of how the writer interests the reader
- 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 easy it is

Can be undertaken in ordinary/urban areas	<i>Let's start in Barnet...</i>
Doesn't need special equipment	<i>- I hadn't even got binoculars -</i>
Can be done at any time	<i>I was going into the centre of London to meet someone, perhaps even to do some work.</i>
He does it whilst working as a sports journalist	<i>...from the press box at Queen's Park cricket ground...</i>
Don't need scientific or specialist knowledge	<i>There were lots (note scientific precision) of house martins... ..perhaps you know all about house martins. Or perhaps you think they are swallows. No matter.</i>
Doesn't need to be dramatic	<i>...the quiet enjoyment of the absolutely ordinary.</i>
Doesn't need to be special	<i>Not as rare as rarebird-addicts reckon things:</i>

the pleasures and rewards of looking at birds

Allows you to enjoy life more	<i>it opens doors...you find you enjoy life more..</i>
Brightens the day	<i>...and bring joy to your heart on the rare day in spring...</i>
Makes the ordinary special	<i>...nest under the eaves of your house and leave aromatic trails down the wall...</i>
Can be very exciting	<i>It was a moment of perfect drama.</i>

the use of language, especially to create humour

irony	<i>I am a bad birdwatcher.</i>
Colloquial, informal language to make subject matter accessible	<i>...dapper little chaps, navy blue with white bums...jaunty and swallow-like...whizzing round...</i>
Very personal - use of first person pronoun and contracted forms Uses first person plural to assume bond with reader Addresses reader directly - second person pronoun	<i>..so I thought I'd walk... We humans... Perhaps you know...perhaps you think...</i>
Informal structures, including minor sentences and questions creates drama, immediacy, close bond with reader	<i>Where was I? And then it happened. Bam! Gone. Or a thunderbolt.</i>
Avoids pedantic language	<i>.. there were lots (note scientific precision) of house martins...</i>
Uses speech to make it seem almost childlike and funny	<i>..... the martin mother saying: Well done, little one.</i>
Antithesis (to create humour)	<i>Let's start with Barnet. Now you've got another flight to try. Cape Town. ..nothing special, nothing exceptional, and it was very good indeed.</i>

Use of repetition for emphasis	<i>...just a wonderful and wholly unexpected sight of a wonderful and unexpected bird...</i>
Heightened, sometimes specialist, language provides contrast sometimes for humorous purposes, sometimes serious	<i>Or with the carmine bee-eaters of the Luangwa Valley in Zambia... ...the Greek letter psi... Birdwatching embraces both halves of our natural desire for contradiction.</i>
Occasional use of formal structures including imperative to arrest reader's attention	<i>Note this:</i>
Occasional use of inventive language	<i>...whirligig of martins... ...rarebird-addicts</i>

why birdwatching is about life.

Helps you to understand	<i>...you find you...understand life better.</i>
Reflects aspects of life	<i>..... the ordinary, the easy and the safe....moments of high drama....</i>
...and our own psychology...	<i>...embraces both halves of our natural desire for contradiction...</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 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.

Question Number	Question	Mark
2	Drawing on your own knowledge and experience of an interest or leisure activity, what advice would you give to someone who wants to take it up?	(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 of the advice and the effectiveness with which it is given are key discriminators.

- The form is left to the candidate, but essays and letters are likely to be the most common response. The audience is the examiner, but the candidate may address the beginner directly.
- A variety of approaches is possible. The use of a lively, engaging style and structure - perhaps in imitation of the extract used in question 1 - should be rewarded. A more formal approach might be equally effective. Candidates who use street language or text style, or answer in a very colloquial way, are likely to compromise the clarity of their expression and thus limit their attainment.
- The candidate will need to introduce the novice to basic technical or jargon terms and the way in which these are used may be a key discriminator. Their overuse - or use without explanation - would inhibit the clear communication of advice and act as a deterrent. On the other hand if they were used in an accessible way, it would be very helpful.
- The question allows for any kind of pastime or interest. Many will write about sport, either as a competitor or participant; others will write about computer based hobbies. It's impossible to produce a definitive list. Within reason, the examiner should accept any interpretation.
- Advice should include basic information on how to start; the equipment needed (if any) and the likely cost; the rewards and pleasures, as well as tips about overcoming problems, especially at the start.

Weaker answers are likely to be straightforward and give brief points of advice in an uncertain structure and in a style which is either too informal or too technical. **Stronger answers** will make a good range of aptly chosen points of advice and will be presented and expressed in a knowledgeable but engaging way.

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 teenagers should be made to do a year's public service either in the army or helping in the community. A news website is conducting a public opinion survey and is asking the following question,</p> <p>“Should teenagers do a year's compulsory service for the country?”</p> <p>Write your response, arguing either for or against this idea.</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 effective and logical development of argument in support of one side of the idea is a key discriminator.

- The question gives a clear indication of context and audience and the answer should show some awareness of this. A variety of approaches is again possible.
- The context allows for some flexibility in tone, style and structure. A formal essay style is likely to be most effective, given the public context and the potentially wide audience. However, a relatively informal approach may also work effectively, provided the ideas are conveyed clearly. 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.
- A clear structure is likely to be reflected in an ordered sequence of paragraphs, the first establishing the context, followed by a linked series of paragraphs (a sequence of relatively short paragraphs would not be inappropriate) which present and develop the candidate's ideas. The final point should provide an effective conclusion to the argument.
- Argument is likely to be based on points about:
 - teenage discipline and behaviour
 - how such service would affect educational and career prospects
 - how much it would improve or worsen awareness of nation and community
 - whether it would give teenagers time to think about their future.

- Reference may be made to other countries with systems of compulsory national service.
- It may be necessary for examiners to be particularly open minded in their approach to the content. Interesting, even outlandish ideas may be expressed.

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, with an effective beginning and ending.

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 newspaper magazine supplement invites contributions from its readers under the title "A Journey to Remember".</p> <p>Write an article about a memorable journey, analysing the reasons why it made a lasting impression on you.</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 magazine supplement' 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 skilful command of context and audience, and present both an engaging account of the journey and a thorough analysis of why it was memorable.

NOW REFER TO ASSESSMENT OBJECTIVE GRIDS.

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

Question Number	Question	Mark
5	Some people like to live in a town or a city, whereas others like to live in the countryside. Which would you prefer to live in, and why?	(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

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