

Mark Scheme November 2007

GCSE

GCSE English B(1204)

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1204/2F: Craft of the Writer

SECTION A: MODERN POETRY

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

In Such a Time as This

Question Number	Question	Mark
1	<p>Look again at 'Yellow' (page 3) and 'Brendon Gallacher' (page 4) in which the writer presents a child's point of view.</p> <p>How does the writer show what the events presented mean to the child who is describing them?</p> <p>For each poem you should comment on:</p> <ul style="list-style-type: none">• what takes place and the effects on the child• the importance of the events, from the child's point of view• the use of language. <p>Support your answer with examples from the texts.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

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.

A successful answer will focus on:

- the writer's presentation of the events
- the effect and significance of these to the child
- the writer's language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

Yellow

- **The events**

The yellow bird is let out
Mother is crying
Father is speaking fiercely on phone/remote

Brother is playing flute and ignoring others
Aunt Peggy tries to take over when she comes to stay
Aunt Peggy tries to force the daughter to eat
Mother is sick when grandmother comes
When grandmother goes, Mother is relieved, can eat

- **Their importance to the child**

She feels that the bird's flying makes her have dreams
She is aware of tensions and lack of communication, and she does not speak
She hates being forced to eat runny egg
She sympathises with her mother's relief when the grandmother leaves
The plate of food makes a deep impression on her

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
words evoking feelings
descriptive language (including colour words and bird imagery)
personification
changes in tone and mood.
use of direct speech
simile and metaphor

Brendon Gallacher

- **The events**

Makes up an imaginary friend of similar age

Builds up many details:

- nationality
- family
- appearance

Mother wants to invite Brendon to dinner, but the child says he cannot come
Mother discovers there are no Gallachers

Textual Evidence

nest of hair
weeps into it (tea-towel)
barks at cowardly comrades

flute... chirping *not listening*
Don't be fussy! Get that down...

Shoves my head... runny egg-yolk
throws up in the bathroom
Shall we make a plate? Cheer ourselves up?

Flies alarmingly... budgies born in my curls

See above

Don't be fussy! Get that down
Cheer ourselves up?

Details at end

Textual Evidence

He was seven and I was six

Irish
Father... mum... family... poor
Spiky hair... flapping ear
He's got big holes in his trousers

There are no Gallachers at 24 Novar

- **Their importance to the child**

She feels the need for an imaginary friend
She now has someone to confide in
She becomes afraid mother will discover truth
when she asks questions
Is more lonely when mother discovers truth
Realises the friend has to 'die'

My Brendon Gallacher
We'd talk about his family
No, no, I'd say

There never have been any Gallachers
He died then, my Brendon Gallacher

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Contrast

Direct speech

Tone

Childlike language

Repetition

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

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

Question Number	Question	Mark
2	<p>Look again at 'Wherever I Hang' (page 11) and ONE other poem from <i>In Such a Time as This</i> which deals with a person facing new experiences.</p> <p>How do the writers show the effects of these experiences on those who faced them?</p> <p>For each poem you should comment on:</p> <ul style="list-style-type: none"> • what the new experience was • how it affected the person concerned • the use of language. <p>Support your answer with examples from the texts.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

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.

A successful answer will focus on:

- how the writers present the new experiences
- their impact on the person facing the new situations
- the writers' language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

Wherever I Hang

- **The experience**

The move from the Caribbean...
 ... to England
 She experiences life in the crowded city
 She finds England very cold

Textual Evidence

de sun...de humming bird
 de misty greyness...
 people pouring... Underground
 de snow...de cold

- **Its effects on the person**

She realises she has to come to terms with the change
 She still feels nostalgia for her old home
 She starts to feel further away from her roots
 She feels that society is more isolated/less friendly
 Loses her sense of belonging
 Accepts the new way of living

I get accustom to de English life
 I still miss back-home side
 little by little...change my calypso ways
 Never visiting nobody... clear warning
 I don't know really where I belong
 Wherever I hang me knickers...

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
 Dialect forms
 Humorous expression
 Contrast
 Colour
 Simile

NB: for the other poem, candidates may choose any **ONE** from the section *In Such a Time as This*, as long as a choice can be justified.

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

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

Identity

Question Number	Question	Mark
3	<p>Look again at 'Digging' (page 21) and 'Old Man, Old Man' (page 32).</p> <p>How do the two writers show the views of a son and daughter about their fathers' skills and interests?</p> <p>For each poem you should comment on:</p> <ul style="list-style-type: none"> • the father's skills and interests • how the child thought and felt about these • the use of language. <p>Support your answer with examples from the texts.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

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.

A successful answer will focus on:

- the way in which the fathers' skills and interests are portrayed
- the children's thoughts and feelings about these
- the writers' language.

The following section illustrates some points candidates may make, **but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:**

Digging

- **The father's skills and interests**
A skilled digger

Liked to work on the land
Worked very hard
Had skilful technique
Liked the feel of freshly dug potatoes

- **The son's thoughts and feelings**
He had a strong sense of family traditions on the land/admired his father (and grandfather)

Textual Evidence

By God, the old man could handle a spade...
Among the flowerbeds
Straining rump
Stooping in rhythm...nestled on the lug
Loving their cool hardness

...just like his old man

He sensed that the land was not his destiny
 The pen would become his spade: a writing career, building on *his* strengths

But I've no spade to follow men like that
 I'll dig with it...

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
 Imagery - metaphors
 Diction
 Sound (onomatopoeia)
 Movement

Old Man, Old Man

Textual Evidence

- **The father's skills and interests**

Loved such things as bottles with labels
 Was keen on DIY
 Used to be a man who loved his shed
 Knew all about the nuts and bolts, etc
 Excellent at drilling

Things in bottles... labels
 a man who did-it-himself
 lord once of shed...
 Connoisseur...world authority
 Dab hand with the Black and Decker
 the jokes you no longer tell
 timetabled cigarette

Used to have sense of humour
 Used to smoke regularly

- **The daughter's thoughts and feelings**

Daughter worried that he has no-one else to fend for him/is lonely
 Feels he has become uninterested/apathetic

 Is afraid he is now disconnected from family
 Is upset that he has become helpless (which he hates)
 Contrasts past with present
 Daughter's desire to help

self-demoted... to washing up

 television has no power...
 surliness
 pictures of disinherited children
 Your helplessness

 (throughout poem)
 Let me find your hammer

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
 words connected with do-it-yourself/control
 enjambement
 use of direct speech
 second person address by narrator
 tone and mood.
 Metaphor and similes

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

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

Question Number	Question	Mark
4	Look again at 'Mid-Term Break' (page 22) and ONE other poem from <i>Identity</i> which deals with events that suddenly change a person's life.	(25)

	<p>How do the writers show the effects of such events?</p> <p>For each poem you should comment on:</p> <ul style="list-style-type: none"> • what the unexpected events were • how these events affected the person's life • the use of language. <p>Support your answer with examples from the texts.</p>	
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Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

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.

A successful answer will focus on:

- the events
- their effects
- the writers' language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

Mid-Term Break

- **The events**
 Driven home from college
 Learning of death of brother in accident
- Reactions of the mourners in the house
- Arrival of corpse
- Visit to see the coffin

Textual Evidence

- Start of poem
 The bumper knocked him clear
- Sorry for my trouble
- Stanced and bandaged by the nurses
 Lay in the four foot box.... poppy
 bruise

- **Their effects**

Vivid picture of dead boy and bedside scene
 Makes him act in a 'grown-up' way, being treated as if older than he is
 Remembers minute details

Recalls emotions and reactions of family

Struck by pathos of brother's young age

snowdrops and candles...

I was embarrassed...

Neighbours drove me home...

my father crying... Big Jim...the baby cooed

Four foot box, a foot for every year

- **The use of language**

Physical description

Sound and sight

Use of time

Focus on individuals

His own feelings

Colour

Imagery

NB: for the other poem, candidates may choose any **ONE** from the section *Identity*, as long as a choice can be justified.

Please refer to the common when deciding the marks to be awarded for the chosen poetry question.

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

Nature

Question Number	Question	Mark
5	<p>Look again at 'The Thought-Fox' (page 36) and 'The Flowers' (page 41).</p> <p>How does each writer give a vivid picture of someone looking at a natural scene (the writer in 'The Thought-Fox' and the mother in 'The Flowers')?</p> <p>For each poem you should comment on:</p> <ul style="list-style-type: none"> • what it is that the person sees • what the person particularly notices • the use of language to make the scene come to life. <p>Support your answer with examples from the texts.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

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.

A successful answer will focus on:

- the scene
- the significant and striking aspects of it for the writer and the mother
- the writer's language.

The following section illustrates some points candidates may make, **but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:**

The Thought-Fox

- **The scene**
Night-time, quiet scene at start
- Darkness of the night
The fox arrives
- The fox moves through the snow

Textual Evidence

Midnight moment's forest ...
clock's loneliness
I see no star
Something... is entering the
loneliness
fox's nose touches twig, leaf...
Sets neat prints in the snow...

- Particular features noticed by the writer

Awareness/excitement that something is changing/happening
Notices the very deliberate repeated movements of the fox
Notices eyes of fox

Imagines the smell of the fox as it 'enters his head'

Something... is entering the loneliness
Now... now...and now

Deepening greenness, brilliantly, concentratedly
Sudden sharp hot stink... dark hole of the head

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Alliteration

Enjambement

Metaphor - writing poetry/inspiration; fox/thought

Use of adverbs

Repetition

The Flowers

- **The scene**

Daughter picks flowers for her grandfather's grave

Simplicity of the ritual

Mother and daughter go to grave, daughter in front

Mother looks on at a distance at daughter

Girl placed them in special hole by the grave

Carefully arranged them

Tending site as mark of love

Textual Evidence

Handfuls of the wild flowers...
grandfather liked best
Piled... in basket... empty jamjar
Like a little dog I followed her

She cleared... she arranged...scraped
Cleared the grave... dug a shallow hole
...to look their best
Scraped the moss from the stone

- **Particular features noticed by the mother**

Daughter's devotion

Her daughter's caring for the grave as she had not been doing

Detail of each painstaking act

Throughout

Scraped the moss... see whose grave

Throughout

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Religious imagery

Direct speech

Tone and mood

Active verbs for tending grave

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

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

Question Number	Question	Mark
6	<p>Look again at 'The Storm' (page 42) and ONE other poem from <i>Nature</i> in which events create suspense.</p> <p>How do the writers show the mounting sense of drama and tension?</p> <p>For each poem you should comment on:</p> <ul style="list-style-type: none"> • the ways in which the natural events are described • what thoughts and feelings these create • the use of language. <p>Support your answer with examples from the texts.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

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.

A successful answer will focus on:

- the description of the events
- how tension and drama are created
- the writers' language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

The Storm

- **Events**
The storm gradually builds in intensity:
 Build-up of the waves
 Sound of wind

 Movement

 Rain

Textual Evidence

Ominous lapping
 Whines... whistling... whine of wires
 Rattling of leaves... Street-lamp swinging and slamming
 Fine fume... driving in from the

Increase of wind	sea Flicking the foam
Thunder	A crack of thunder
Increased rain	Coming down in gusts, beating the wall
Hurricane	Last leap of the wave...jutting sea-cliff Collapses
<i>Activities of the people:</i> Take to their houses Stay indoors Play cards Take to their beds	See below for how the people react (there will be overlap)
• Drama and tension Fear at start of poem People retreat to houses	Where have the people gone? The last watcher indoors... Card players closer to their cards Creep to our bed... we wait; we listen
Anticipation/dread as storm approaches	We lie close... breathing heavily, hoping
Listen to storm, hoping it will soon be over	Lulls off, then redoubles
Aware of the storm's moods	
• The use of language Reward all relevant examples of language and comments on its effectiveness, eg: Ominous build-up Descriptions of sea Sound: wind, thunder Onomatopoeia Alliteration and assonance Dramatic verbs Rhetorical question Words expressing feelings	

NB: for the other poem, candidates may choose any **ONE** from the section *Nature*, as long as a choice can be justified.

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

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: DIFFERENT CULTURES AND TRADITIONS

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

Question Number	Question	Mark
7	<p>Look again at 'The Schoolteacher's Guest' (pages 75-78) and ONE other story from <i>The Edexcel Anthology</i> which deals with people's loyalty to a friend, neighbour or family.</p> <p>In what ways do the writers show us how people behave towards each other?</p> <p>Write about:</p> <ul style="list-style-type: none">• the situations the people are in• their different attitudes and actions• what we learn about their relationships and loyalty to each other• the use of language. <p>Support your answer with examples from the texts.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic and presentational devices to achieve their effects.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

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.

A successful answer will focus on:

- the situation faced by the characters
- analysis of the reactions to this
- explaining the nature of the relationships and how loyalty is shown
- using textual evidence to substantiate points made.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

The Schoolteacher's Guest

- **The situation**

Accidental killing of the twelve year-old son, shot by mango owner trying to scare him off his land.

Killer flees out of fear for his life.

Old man killed by Ines with machete when fate brings him back and forces him to stop because of his smashed windshield.

- **The way people react**

Angry at the death of Ines' son.

After the flight of the killer, they attack his house with mangoes.

Whole community takes part in cover-up after his death.

The secret is kept for many years until Ines' death.

- **Loyalty and relationships**

Friendship of the Turk, Riad Halabi, who organises disposal of body and cover-up.

Loyalty of soldiers whom she taught and of the doctor, to help with disposal of the body.

Everyone stays loyal, including the prostitutes who distract the police with a supposed birthday party at the whorehouse.

Reasons for loyalty: because of their respect for Ines and her high status in the community ('she was counsellor, arbiter and judge'), the community felt that 'her authority, in fact, was mightier than that of the priest, the doctor, or the police'.

They felt she could do no wrong - she had educated their children, etc.

Belief that her action was justified.

NB: for the other story, candidates may choose any **ONE** from the section *Different Cultures and Traditions*, as long as a choice can be justified.

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
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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 C: WRITING TO INFORM, EXPLAIN, DESCRIBE

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
8	<p>'The best of times.'</p> <p>Write a magazine article with this title which describes a particularly enjoyable time of your life.</p> <p>You could write about:</p> <ul style="list-style-type: none">• the event itself• why the experience was special• any other points.	(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.

Candidates are required to produce an article for a magazine, in which they present a vivid description of a good experience in their lives, explaining their present thoughts on those times. An appropriate written register will need to be adopted for a magazine article, with language suitable to the task.

Candidates are likely to focus on:

- **A particularly enjoyable experience**
A moment of personal success, physical achievement, the high point of a visit/event/individual experience, or a defining moment when they made a far-reaching decision
- **What they think now about those experiences**
An explanation of what those moments now mean to them and the effect which they have had on their thoughts, feelings or actions.

Lower band answers will probably be limited to a few undeveloped points under each heading, giving only a brief outline, with little on the significance of the events to their present-day feelings.

Higher band answers should convey more detailed descriptions of good experiences in a way which shows a clear awareness of the task and the ability to reflect on these times. These responses will bring out the significance of the events to their present-day thinking; candidates should be rewarded for evidence of careful thought about the experiences, as well as for avoiding an inappropriate tone for a magazine article.

The above points are possible indicators of content and approach, but examiners are asked to be open-minded and to accept any relevant and/or unusual examples, approaches or viewpoints. The focus of assessment is on the quality of the writing and on the clarity and effectiveness of the article.

NOW REFER TO PAGES 24-25 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

Question Number	Question	Mark
9	<p>You are a radio or television reporter at the opening of a new sports stadium, cinema complex, concert hall or shopping centre.</p> <p>Write the text of your broadcast.</p> <p>You could write about:</p> <ul style="list-style-type: none"> • the buildings and the surroundings • the opening ceremony • the atmosphere and the people • any other points. 	(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.

Candidates are required to write the text for a radio or television broadcast which focuses on the new facility. An appropriate spoken register will need to be adopted to convey the drama and, especially if radio is selected, to capture the audience's attention and create the scene, with language suitable to the task.

Likely approaches:

Candidates are likely to:

- Describe in detail the nature and quality of the new buildings, surroundings and facilities.
 - Focus on the colour and spectacle of the opening ceremony, including any entertainment, if applicable.
 - Give the reactions of those involved in the ceremony and of the spectators and describe the build-up to the climax of the occasion.
- Examiners should expect candidates to draw on their knowledge of outside broadcasts or of journalists' methods of commenting on such events. Some may use eye-witness or expert accounts, but this is not a requirement.

Lower band answers will probably be limited to a few undeveloped points on the occasion, and may lack detail of the surroundings, buildings or facilities, giving only a general impression of the ceremony.

Higher band answers will convey a more vivid impression of the scene, with a lively atmosphere and sense of occasion, in a way which highlights the reactions of the crowd and shows a clear awareness of the task.

The above points are possible indicators of content and approach, but examiners are asked to be open-minded and to accept any relevant and/or unusual examples, approaches or viewpoints. The focus of assessment is on the quality of the writing and on the clarity and effectiveness of the broadcast.

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

1204/3F: Unprepared Non-Fiction (F)

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.</p> <p>How does the writer make the description of her experience of the fire on the train interesting and vivid for the reader?</p> <p>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>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. . . 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. . . "</i> <i>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 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. 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

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

1204/4H: Craft of the writer

SECTION A: MODERN POETRY

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

In Such a Time as This

Question Number	Question	Mark
1	Look again at ' <i>from War Music</i> ' (page 14) and ' <i>Refugee Blues</i> ' (page 15). What impressions of conflict does each writer create by the way in which the events are presented? In your answer you should make close reference to the language of the poems.	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

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.

A successful answer will focus on:

- the excitement/immediacy of the battle ('*from War Music*') and the long-lasting effects of being a refugee ('*Refugee Blues*')
- how the presentation affects the reader's response
- the writers' language.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

From *War Music*

- **Presentation of events**
Noise

Movement
Colour

Drama of confrontation/contrast of warriors

Place of religion/fate
- **Impressions created**
Heroic confrontation
Importance of events (divine involvement)
Physical impact of war

Crowds of warriors
- **The use of language**
Reward all relevant examples of language and comments on its effectiveness, eg:
metaphor
onomatopoeia
alliteration
simile
tone
use of the dash (punctuation)
imagery
vivid language

Refugee Blues

- **Presentation of events**
Their passports no longer valid
Statelessness seen as a form of death

Officials will not deal quickly with them
Seen as a threat to local people's lives
Threat to/ low status of German Jews
- **Impressions created**
they are fearful, as part of persecuted minority
they feel excluded from material wealth
They face the realisation that they are hated
compared unfavourably with animals

Textual Evidence

clamouring back... slapped
clapper...bell (and others)

Trojans swarmed... Ajax lunged
To soft red pulp... bronze nose
Hector v Ajax (Many quotations)
God stood by Hector's elbow, not his.

Big Ajax... Prince Hector
God was pleased with Hector, not with Ajax
Slapped... soft red pulp
Pruning the bronze nose off
Trojans swarmed so thick

Textual Evidence

old passports...
if you've got no passports
asked... to return next year
they will steal our daily bread
It was Hitler over Europe ...

ten thousand soldiers...looking...

dreamed I saw...
Talking of you and me... we

saw a poodle... saw ... a cat let in

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Use of repetition/echo

Strong, song-like rhythm/rhyme scheme

Wistful tone

direct speech

address to 'my dear'

references to animals

words evoking atmosphere

language highlighting displacement

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

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

Question Number	Question	Mark
2	<p>Look again at 'You Will Be Hearing From Us Shortly' (page 7) and ONE other poem from <i>In Such a Time as This</i> which presents people or situations in a negative way.</p> <p>How does each writer create negative impressions and images? In your answer you should make close reference to the language of the poems.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

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.

A successful answer will focus on:

- the negative presentation of people or situations
- how the words used contribute to impressions and images
- The writers' use of language.

The following section illustrates some points candidates may make, **but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:**

You Will Be Hearing From Us Shortly

Textual Evidence

• **The negative presentation**

Initially opposed (but less aggressive than later)

Believes better qualifications needed

'Ageism'

Prejudice against appearance

Speech That is the way you've always spoken

Education Were you educated? ('slip of tongue')

Married with children

Home/birth/background

You feel adequate?

Not... what we had in mind

Now your age

Your looks. Appearance disturbing

That is the way you've always spoken

Were you educated? ('slip of tongue')

The usual dubious desire...

Unsuitable address

• **Impressions and Images**

Tone underlines the presumed inferiority/unsuitability of candidate

Interviewer(s) presented as

prejudiced/snobbish/ condescending

Candidate appears to be crushed into acquiescence

Many references

Many references

So glad we agree.

• **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Aggressive/ almost rhetorical questions (because not answered)

Sarcastic tone

Short comments

Interviewee's silence

words evoking atmosphere

NB: for the other poem, candidates may choose any **ONE** from the section *In Such a Time as This*, as long as a choice can be justified.

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

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

Identity

Question Number	Question	Mark
3	<p>Look again at 'Miracle on St David's Day' (page 17) and 'Still I Rise' (page 27).</p> <p>How does each writer show the capacity of human beings to rise above the problems they face?</p> <p>In your answer you should make close reference to the language of the poems.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

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.

A successful answer will focus on:

- the nature of the problems described in the poems
- the ways in which the characters are able to surmount their difficulties
- the writers' language.

The following section illustrates some points candidates may make, **but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:**

Miracle on St David's Day

- **The problems**
 Man has lost his identity
 Isolated
 Mentally absent, but retains physical strength of his past life
- **How the character rises above them**
 'Daffodils' release momentarily his ability to recite
 Brings back his earlier life
 Recalls that he could speak /the power of communication

Textual Evidence

Needs to be guided... normally silent
 In a world of his own... rocks gently
 Labourer's hands on his knees

The labourer's voice recites

Learnt at school...
 He has remembered there was a music of speech... once he had something to say

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
use of contrast (silence and speech)

tone

Physical description of man

Natural imagery

Musical imagery

Still I Rise

Textual Evidence

- **The problems**

Her people's history of being downtrodden

Used to receiving hatred and rejection

(historic roots)

Still preoccupied with her past

You may trod me in the very dust

Out of the huts... rooted in pain

Nights of terror and fear

How the character rises above them

- Refuses to accept 'victim' role

Now walks with confidence

Proud to be black

Confident in her attractiveness

Triumphing over past of slavery

Her history has given her a sense of hope

Broken/bowed head

Sassiness

Black ocean

Sexiness... diamonds

But still I rise (rep.)... welling and swelling

Dream and the hope

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Direct speech

Repetition

Rhetorical questions

Imagery

tone and mood

Metaphor and similes

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

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

Question Number	Question	Mark
4	<p>Look again at 'I Shall Paint my Nails Red' (page 29) and ONE other poem from <i>Identity</i> in which the writer uses humour.</p> <p>How does each writer use humorous effects to shock or challenge the reader?</p> <p>In your answer you should make close reference to the language of the poems.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

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.

A successful answer will focus on:

- the use of humour
- the effects of this on the reader
- the poets' language.

The following section illustrates some points candidates may make, **but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:**

I Shall Paint my Nails Red

Textual Evidence

- **The use of humour**

Claims she is performing a great civic act
Something to look at when stuck in traffic
Finds it amusing that she will be able to shock her daughter
A simple, almost magical way of changing her appearance
Makes a short break in life
After all her large claims and protestations, we find that it can all be undone in a moment

...a public service
I can admire them in traffic jams
...will say ugh

Quicker than dyeing...

Ten-minute moratorium
It is reversible

- **The effects of this on the reader**

Find her independent attitude striking
Note that she is striking a blow for women's rights
Use of exaggeration and dramatic effects
The colour red has strong connotations for the reader

Look like a survivor
My lover will be surprised

Public service... moratorium
I shall paint my nails red

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:
words which are particularly striking
imagery
use of colour
repetition
incomplete sentences

NB: for the other poem, candidates may choose any **ONE** from the section *Identity*, as long as a choice can be justified.

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

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

Nature

Question Number	Question	Mark
5	<p>Look again at 'Mushrooms' (page 40) and 'Nettles' (page 43).</p> <p>How does each writer use images and symbols from nature to explore the ideas presented in the poem?</p> <p>In your answer you should make close reference to the language of the poems.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

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.

A successful answer will focus on:

- the images and symbols within each poem
- the ideas explored
- the writers' language.

The following section illustrates some points candidates may make, **but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:**

Mushrooms

- **The images and symbols**

They are like a secret army creeping up unawares

They battle with weapons

They will inherit the Earth (like the meek, in the Bible)

They are personified, with 'human' organs

- **The ideas**

Represent unseen rise to power

They will persevere/gain strength

They believe in themselves

Textual Evidence

Our foot's in the door

Soft fists ... hammers ...rams

We shall ... inherit

Toes... noses... fists... shoulders

Overnight... discreetly

Nudgers and shovers... in spite of ourselves

We shall inherit the Earth

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Personification

Repetition

Biblical reference

Short, simple lines

Nettles

- **The images and symbols**

The 'bed' as something not comforting

Nettles as soldiers (sustained metaphor)

His battle against the nettles as enemy

Idea of burning the dead 'soldiers'

Discovery of reinforcements

Textual Evidence

'Bed' seemed a curious name

Green spears... regiment... recruits

lashed in fury... fierce parade

Funeral pyre... fallen dead

Tall recruits

- **The ideas**

Father's attempts to protect son by fighting the nettles

Realisation that he cannot do so for ever

Resilience of nature

I took my billhook

My son would feel...

Busy sun and rain had called up tall recruits

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

images which are particularly striking

descriptive language

personification

tone

extended (military) metaphor and terminology

onomatopoeia

alliteration

monosyllabic words

hyperbole

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

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

Question Number	Question	Mark
6	<p>Look again at 'Roe-Deer' (page 38) and ONE other poem from <i>Nature</i> which shows a creature or creatures in a specific landscape.</p> <p>How does each writer show the ways in which this creature and its setting affect the person or people watching?</p> <p>In your answer you should make close reference to the language of the poems</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

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.

A successful answer will focus on:

- the depiction of the creature(s) in the landscape
- the effect on the watcher(s)
- the writers' language.

The following section illustrates some points candidates may make, **but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:**

Roe-Deer

Textual Evidence

• **The creature and setting**

Initial scene - snow
 Colour of the deer
 Unusual, striking sight
 Their departure across the fields

Dawn-dirty light... biggest snow
 Two blue-dark deer
 Snow-screen vision of the abnormal
 Ducked through the hedge... away downhill

• **The effect on the person/people watching**

The coincidence of the timing of the arrival of the deer
 Felt it was a sign/they had come for him
 fascinated by them/sense of awe

had happened...the moment I was arriving
 The password and sign... had come for me
 Dawn inspiration

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:

Imagery

Metaphors

Alliteration

Compound words

Contrast

NB: for the other poem, candidates may choose any **ONE** from the section *Nature*, as long as a choice can be justified.

Please refer to the common grid when deciding the marks to be awarded for the chosen poetry question.

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: DIFFERENT CULTURES AND TRADITIONS

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

Question Number	Question	Mark
7	<p>Look again at 'The Schoolteacher's Guest' (pages 75-78) and ONE other story from <i>The Edexcel Anthology</i> which deals with events which have a strong impact on the people or communities described.</p> <p>What do people's reactions to these events show about the attitudes and values of members of these communities?</p> <p>Give evidence from the texts to support your views.</p>	(25)

Assessment Objectives:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.
- understand and evaluate how writers use linguistic and presentational devices to achieve their effects.

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

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.

A successful answer will focus on:

- the events which take place
- the impact of these on people in the community
- the attitudes and values shown
- using textual evidence to substantiate points made.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:

The Schoolteacher's Guest

- **The events**

The son (aged 12) had picked up a fallen mango - accidentally shot by owner who is trying to scare him off his land.

The killer flees out of fear for his life.

Years later, he unintentionally returns, because of a smashed windshield.

When mother recognises him, she lops his head off with machete.

- **Their impact on people**

After the flight of the killer, the community throw mangoes through the windows of the house, which decay and cause the house to become rotten and uninhabitable.

When the schoolteacher (Ines) takes her revenge on the man, rumours spread through the town about the body.

Riad Halabi gets the whole community to help dispose of the body, having made sure the police were safely out of the way (at the whorehouse); people waved, or pretended not to notice, as the body was taken through the town.

The neighbours kept the secret for many years until Ines' death.

- **Attitudes and values**

Because the schoolteacher had highly respected place in the community ('she was counsellor, arbiter and judge'), the community felt that 'her authority, in fact, was mightier than that of the priest, the doctor, or the police'. They felt she could do no wrong - she had educated their children, etc.

The community became the accomplices to Ines, they were complicit in keeping the killing secret, because they blamed him.

The South American culture was one of vengeance (an eye for an eye).

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
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 C: WRITING TO INFORM, EXPLAIN, DESCRIBE

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
8	A website is inviting contributions on the subject 'Which item or items could you not live without?'. Write a contribution to this website explaining your choice.	(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.

Candidates are required to provide a website entry which focuses on their reasons for finding a particular object indispensable. Although no specific audience is specified, an appropriate register for communicating within a web-based community will need to be adopted, with language suitable to the task.

Likely approaches:

This question is entirely open-ended in the range of possible responses. It is predictable that a number will go for the essential appurtenances of teenage life: mobile phone, email, I-pod. However, others may opt for a pet, an item of clothing or jewellery, a piece of sports equipment - or may choose something quite different. The key point to look for is the quality of the explanation of why the object is so important.

Lower band answers will probably be limited to a few undeveloped points, and may not offer reasons to support their choice.

Higher band answers should convey their explanation in a way which shows a clear awareness of the task and the ability to reflect on the topic. These responses will present interesting, developed (and perhaps witty or ironic) reasons for finding the chosen object indispensable.

The above points are possible indicators of content and approach, but examiners are asked to be open-minded and to accept any relevant and/or unusual examples, approaches or viewpoints. The focus of assessment is on the quality of the writing and on the clarity and effectiveness of the response.

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
9	<p>'Sounds and Sights to Remember.'</p> <p>Write a magazine article describing a market or a festival, at home or abroad, which you have visited, explaining how this experience has made a memorable impression on you.</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.

Candidates are required to produce an article for a magazine in which they present a vivid description and explain what effect the visit has had. An appropriate written register will need to be adopted for this purpose, with language suitable to the task.

Likely approaches:

Candidates are likely to focus on describing the colour and life of the scene, invoking the effect this has on their senses (particularly sounds, sights and perhaps smells). If they choose a market, they may describe arrangements of fruit, flowers or vegetables, the calls of the traders and the crowds of shoppers; if they write about a festival, this may include the displays and dress of the participants in processions or rituals, the atmosphere among spectators, and effects such as fireworks or music and dancing.

Lower band answers will probably be limited to a few undeveloped points, and may lack detail of the sights and sounds, giving only a general impression.

Higher band answers will convey a vivid impression of the scene, with lively atmosphere and a sense of occasion. These responses will provide the reader with insight into the local culture and people and the lasting impact these had on the writer.

The above points are possible indicators of content and approach, but examiners are asked to be open-minded and to accept any relevant and/or unusual examples, approaches or viewpoints. The focus of assessment is on the quality of the writing and on the clarity and effectiveness of the description.

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

1204/5H: Unprepared Non-Fiction (H)

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 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.*

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 THE 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

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

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