

# Mark Scheme November 2008

GCSE

GCSE English (1204)

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## SECTION A: MODERN POETRY

*In Such a Time as This*

Question Number	Indicative content	Mark
1	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.</li> <li>• understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• commenting clearly on the description of the dead person</li> <li>• showing the feelings and actions of those witnessing death</li> <li>• the writer's language.</li> </ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p>	Total for Section A: 25 Marks for Reading

*Dulce et Decorum Est*

- **Description of the dying person**  
Unable to get gas mask on during gas attack  
The gas was suffocating him...  
...as if he were in the sea  
He was put in the wagon  
The appearance of his eyes...  
... and face  
The sound/sight of his life/blood draining away
- **Actions of the person present (the narrator)**

Textual Evidence

'Someone still was yelling out and stumbling'  
'floundering... fire or lime'  
'I saw him drowning as under a green sea'  
'We flung him in'  
'the white eyes writhing in his face'  
'hanging face, like a devil's sick of sin'  
'the blood come gargling from the froth-corrupted lungs'

Relieved to have fitted the helmet in time  
Horrified but unable to help  
Could only watch  
Troubled by the memory in his  
dreams/nightmares  
Bitter at the waste of life/disillusioned  
about patriotic propaganda

'clumsy helmets just in time'  
'before my helpless sight'  
'dim through the misty panes... I saw  
him...'  
'In all my dreams'  
  
'The old Lie...'

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:  
vivid, strong language  
similes  
metaphors  
present participles (sound and movement)  
onomatopoeia.

### Death in Leamington

### Textual Evidence

- **Description of the dead person**

Bed-ridden  
Isolated  
Died alone

'died in the upstairs bedroom'  
'lonely crochet'; 'silent bedstead'  
'fingers... dead as the spoken word'  
'gray, decaying face'

- **Reactions of the person present (the nurse)**

Nurse at first unaware/getting on with her  
duties for the evening  
N. has her mind on other things  
N. tries to make the room warm  
N. speaks to the woman in her usual bright  
manner  
After discovering that there is no response,  
she quietly leaves the room  
Realises there is no more need to heat the  
house

'came in with the tea things', 'bolted the  
big round window', 'let the blinds unroll'  
'Nurse... alone with her own little soul'  
  
'set a match to the mantle'  
'Tea!' 'Wake up! It's nearly *five*.'  
  
'tiptoeing gently down the stairs'  
  
'turned down the gas in the hall'

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:  
personification  
use of direct speech  
rhetorical questions  
alliteration  
contrasts  
simile.

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

Question Number	Indicative content	Mark
2	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them</li> <li>• understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• how the writers look back to earlier events</li> <li>• what feelings about the past the writers present</li> <li>• the writers' language.</li> </ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p>	<p><b>Total for Section A: 25 Marks for Reading</b></p>

## The House

## Textual Evidence

- **memories**  
Vivid recollections of the house (where he was brought up):  
Its size  
Its coldness  
The lack of light  
  
Infested  
Haunted
  - **How the person feels about the place remembered**  
Remembers fear at sight of dead body  
Feels it was very isolated  
But it did have music  
It was his home
  - **The use of language**  
Reward all relevant examples of language and comments on its effectiveness, eg:  
childlike diction  
visual images  
Alliteration.
- Throughout poem  
'had a dozen bedrooms'  
'each... cold'  
'leave the house dark', 'sunlight never took over'  
'rats... cockroaches'  
'friendly ghosts'  
  
'Nostrils huge to a child'  
'Neighbours never entered'  
'It did have a piano'  
'I did grow up there'

**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.

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



## Identity

Question Number	Indicative content	Mark
3	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them</li> <li>• understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• the presentation of the female character in each poem</li> <li>• explaining what attitudes to life this person has</li> <li>• the writers' language.</li> </ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p>	Total for Section A: 25 Marks for Reading

### Textual Evidence

#### *Not My Best Side*

- **The presentation of the woman's character**

The use of a dramatic monologue shows her personality - through chatty, colloquial style  
 Very influenced by appearances  
 Practical, realistic, self-centred  
 Independent  
 The views of other characters shed light too:

Dragon: not attracted to her

St George: regards her as just being difficult/stubborn

- **Her attitudes to life**

She has modern/contemporary attitudes  
 She is not an innocent: uses sexual innuendo  
 Feels a strong sense of physical attraction/revulsion

Throughout: 'I mean', 'to be honest', 'for all I could tell'  
 'He might have acne...', 'lovely green skin...'  
 'still, what could I do?'  
 'a girl's got to think of her future'

'so unattractive as to be inedible'  
 'Why be difficult?'

Diction/expression throughout  
 'see all his equipment'  
 'so nicely physical' (Dragon), 'I didn't much fancy him' (St George)

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:  
 colloquialisms  
 tone  
 contrasts  
 rhetorical questions  
 metaphors  
 euphemism.

*Still I Rise*

Textual Evidence

- **The presentation of the woman's character**

Shown as representing the history of her race

throughout

Has been treated as someone 'downtrodden'

'You may trod me in the very dirt'

Is someone used to receiving hatred and rejection

'You may shoot me...'

Has been strongly influenced by history of slavery

'Out of the huts of history's shame'

- **Her attitudes to life**

Has confidence/swagger

Haughty/contemptuous/laughing manner

'sassiness', 'oil wells/Pumping'

'haughtiness', 'laugh like I've got gold mines'

Confident in her sexuality

'sexiness', 'dance... diamonds...'

Defiant/hopeful/triumphant over past

'dream and the hope', 'I rise'

Proud to be black

'black ocean'

- **The use of language**

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

direct speech

repetition

rhetorical questions

similes

metaphors.

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

Question Number	Indicative content	Mark
4	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them</li> <li>• understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• showing what it is that has changed in the person's or people's lives</li> <li>• explaining how this change had affected the person or people</li> <li>• the writers' language.</li> </ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p>	<p><b>Total for Section A: 25 Marks for Reading</b></p>

### Once Upon a Time

- **The change which takes place**  
He was once open and trusting  
Is now aware people are hypocritical/shallow  
Is no longer open/conceals his feelings
  
- **How the person (the narrator) feels about the change**  
Reserved: he now hides his emotions  
He feels a sense of rejection/betrayal  
Has learnt to act as they do/put on an act  
  
He would like to smile in a genuine way again  
He wants to be open again
- **The use of language**  
compound words  
direct speech  
imagery  
repetition  
contrast.

### Textual Evidence

- 'I used to laugh and smile'  
'they shake hands without hearts'  
  
'wear many faces'
- 'like a fixed portrait smile'  
'I find doors shut on me'  
'I have learned to wear many faces',  
'shows... teeth like a snake's bare fangs'  
'So show me, son, /how to laugh'
- 'I want to unlearn all these muting things'

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

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

## Nature

Question Number	Indicative content	Mark
5	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them</li> <li>• understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• the detail of the description of plant life</li> <li>• the way in which the poet uses the plant or plants as a springboard for the poem's ideas</li> <li>• the writer's language.</li> </ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p>	Total for Section A: 25 Marks for Reading

### Thistles

- **The description of the thistles**  
Presented as having very strong force  
Sharp and painful  
They fight against anything that would destroy them  
Warlike imagery
- **ideas which lead on from thinking about them**  
Their strength is compared to that of ancient warriors  
They are a subterranean power, forcing their way up  
Time: ageing  
rebirth  
Power of natural cycle  
Vengeful battle for survival  
They always have reinforcements - indestructible
- **The use of language**  
Reward all relevant examples of language and comments on its effectiveness, eg:

### Textual Evidence

- 'spike the summer air',  
'a grasped fistful of splintered weapons'  
'rubber tongues of cows', 'hoeing hands of men'  
'Splintered weapons'
- 'decayed Viking'
- 'thrust up from the underground stain'
- 'Grow grey, like men'  
'Burst of resurrection'  
'Fighting back over the same ground'  
'It is a feud'  
'Their sons appear'

onomatopoeia  
simile  
metaphor  
alliteration  
military diction.

### *A Blade of Grass*

### Textual Evidence

- **description of the blade of grass**  
Simple and straightforward description  
Covered in frost  
It has a reality/actuality  
The recipient of the gift is dissatisfied: it is too simple  
  
‘I offer you a blade of grass’  
‘It has dressed itself in frost’  
‘It is more immediate’  
‘You say it is not good enough’
- **The ideas which lead on from thinking about the blade of grass**  
Contrast between a gift of nature and the creation of a poem  
The blade of grass becomes not an alternative to a poem, but becomes the subject of the poem itself  
It becomes a symbol of the difficulty of giving and receiving simple gifts  
  
throughout  
  
‘I write you a tragedy...’  
  
‘more difficult to offer’... ‘more difficult to accept’
- **The use of language**  
Reward all relevant examples of language and comments on its effectiveness, eg:  
repetition  
simple language  
short sentences  
you/I contrast throughout.

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

Question Number	Indicative content	Mark
6	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them</li> <li>• understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• the events and sights which affect the person or people</li> <li>• the reactions of the person or people to the sights or events</li> <li>• the writers' language.</li> </ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p>	<p><b>Total for Section A: 25 Marks for Reading</b></p>

## Wind

## Textual Evidence

- **its and sights**

The night: being in the house has felt like being in a storm at sea  
the wind has made violent noises in the woods and hills  
there has been fierce rain and blackness  
The morning: sky changes colour  
landscape has changed  
furious winds continue

Noon: hills and fields are threatened with destruction  
Birds caught by the wind  
The house seemed about to collapse
  - **Character's reactions**

Listen to the sounds of the storm  
Narrator finally ventures to look outside  
They sit in the house in fear  
They cannot think of or do anything else  
Huddle by the fire (gives some comfort and warmth)  
Despite fearing the house will be destroyed, they carry on just sitting there
  - **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:  
violent verbs (participles)  
vivid colour words  
metaphors  
similes  
onomatopoeia  
internal rhyme ('black-back')  
alliteration  
personification ('stones cry out').
- 'The house has been far out at sea all night'  
'woods crashing', 'booming hills'  
*'black astride and blinding wet'*  
'orange sky'  
'the hills had new places'  
'wind wielded blade-light.... Flexing like the lens of a mad eye'  
'the tent of the hills drummed and strained...', 'the fields quivering'  
'flung a magpie', 'a black-/Back gull bent...'  
'The house rang...any second would shatter it', 'seeing the window tremble to come in'
- First part  
'I dared once to look'  
'We grip our hearts'  
'cannot entertain book...'  
'We watch the fire blazing'  
'But sit on'

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

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**

Question Number	Question	Mark
7	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.</li> <li>• understand and evaluate how writers use linguistic and presentational devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• showing the difficulties which these two women faced in their rural African settings</li> <li>• the nature of their working or domestic life</li> <li>• their experience of having and losing children</li> <li>• using textual evidence to substantiate points made.</li> </ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p> <p><b><u>Country Lovers</u></b></p> <ul style="list-style-type: none"> <li>• <b>Where Thebedi lives</b> Lives on farm Life on the <i>kraal</i>: simple, poor country life Landscape portrayed: dried up, with wild plants After marriage, lives in a hut, but with some 'white man's' features</li> <li>• <b>Her life</b> Works on the farm estate Can play with white children when small, but not after they go to school Has illicit meetings with Paulus and an affair with him Marries a black farm labourer, Njabulo</li> <li>• <b>Her children</b> First child born two months after marriage: this not unusual in the culture Child has light-coloured skin and hair Paulus sees the child and says that she should not</li> </ul>	Total for Section B: 25 Marks for Reading

keep it  
Baby dies suspiciously after visit from Paulus  
(murder?)  
Death reported to police as suspicious - Paulus put on trial a year later.  
Thebedi comes to court with a new baby  
Paulus denies murder: acquitted  
Just wants to get on with her life with husband and new child; says relationship with Paulus a thing of the past

### Veronica

- **Where Veronica lives**  
Grows up in a village, in a poor family  
When Okeke returns, the village is disease-ridden and desperately poor
- **Her life**  
Her father is brutal to her - she screams during the night at his beatings  
She has to take responsibility, as the eldest child  
She feels she is trapped in this place - not possible for her to get out, unlike Okeke  
She marries someone from the North, a hard worker but very poor  
In the war, has terrible time; becomes very weak and dies when Okeke visits her
- **Her child**  
Has a child within first year of marriage  
In the war, both her husband and child die

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

## READING MARK SCHEME

### The 'Best Fit' Approach

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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

Question Number	Indicative content	Mark
8	<p>Candidates are required to produce a website contribution about themselves as individuals. An appropriate <u>written register</u> will need to be adopted for a website contribution, with <u>language</u> suitable to the task.</p> <p><b>Likely approaches</b> Candidates are likely to focus on:</p> <ul style="list-style-type: none"> <li>• What they feel is different or unusual about themselves as individuals. They may well write about their physical appearance and how they feel about this. They are likely to refer to their way of life and interests, as well as referring to their personality and character and what they feel makes them the kind of person they are.)</li> <li>• Specifics about the way they present themselves, such as clothing style and ornamentation. They may discuss how they choose their look to convey a particular image of themselves - hairstyles, make-up, possibly use of tattoos or piercings to make them feel more individual. They should write about the clothing they wear: they may refer to school uniform as an inhibitor of individuality (they may make subtle individual adjustments), but the main focus is likely to be on the clothes they choose themselves: what kind of statement about themselves these make.</li> <li>• How they feel that other people see their qualities and character. They may distinguish between how they seem to different groups: to close family, to friends, to strangers. They may well examine whether they are seen as introvert or extrovert, shy or gregarious, friendly or reserved. Sense of humour, degree of talkativeness, whether they feel they are well-liked - such features may well be discussed, but not necessarily: it will depend on how much candidates choose to reveal about themselves.</li> </ul> <p>For the final bullet-point on 'not following the crowd', there will be some overlap with earlier points, but accept all justified personal comments on standing out from others.</p> <p>Lower band answers will probably be limited to a few undeveloped points, giving only a brief sense of themselves as individuals, perhaps with little to relate the writing to the title.</p> <p>Higher band answers should convey more detailed description and explanation, which gives the reader a real sense of an individual. These responses will relate clearly to the title; candidates should be rewarded for evidence of careful thought about the subject, as well as for using an appropriate tone for a</p>	<p><b>Total for Section C: 25 Marks for Writing</b></p>

	<p>website contribution.</p> <p>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 and information, with a suitable style for a website.</p> <p>In applying the grids, bear in mind the need for the <b>'best fit' approach</b>.</p>	
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Question Number	Indicative content	Mark
9	<p>Candidates are required to write a report for a newspaper, containing an eye-witness account of a high street incident. An appropriate register will need to be adopted to convey the description, with <u>language</u> suitable to the task.</p> <p><b>Likely approaches</b> Candidates are likely to:</p> <ul style="list-style-type: none"> <li>• Present themselves as eye witnesses who saw either the original incident (brick through the window, hand in the till or items being hidden in clothes or bag, for example) or the aftermath (such as, thieves running away with someone in hot pursuit) - or they may deal with the whole event.</li> <li>• Try to demonstrate that they are convincing witnesses by the quality and detail of their reporting, including physical description of the criminals, the reactions of people from the shop, how passers-by responded to the event.</li> <li>• Include details about the nature of the shop where the incident took place and what, if anything, was taken. They may be able to describe exactly what was stolen, or may say they could not tell because it was concealed in a garment or bag.</li> </ul> <p>Lower band answers will probably be limited to a few undeveloped points, and may lack detail, giving only a brief, general picture of events.</p> <p>Higher band answers will convey a clear description, with sharply pictured details, in a way which shows a good awareness of the task.</p> <p>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 newspaper report.</p> <p>In applying the grids, bear in mind the need for the <b>'best fit' approach</b>.</p>	<p><b>Total for Section C: 25 Marks for Writing</b></p>

## 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 <b>limited success</b> at a basic level	there is <b>little</b> awareness of the purpose of the writing	the writing uses a <b>limited</b> vocabulary and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised</b> way	there is a <b>generally clear</b> sense of the purpose of the writing	the writing includes <b>well-chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear</b> text structure, <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences	organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use</b> of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>fully-developed</b> ideas	there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	the writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms	organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application</b> of a <b>wide range</b> 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 A: UNPREPARED NON-FICTION

Question Number	Indicative content	Mark
1	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight</li> <li>• develop and sustain interpretations of texts</li> <li>• select material appropriate to purpose</li> <li>• understand and evaluate how writers use linguistic and structural devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• how the writer presents his experience</li> <li>• using textual evidence to substantiate the points made</li> <li>• the passage's techniques, including the use of language.</li> </ul> <p>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.</p>	<b>Total for Section A: 25 Marks for Reading</b>

the challenges he faces

dealing with provocative behaviour	<i>Petey threw his brown-paper sandwich bag at the critic, Andy, and the class cheered. "Fight, fight,"</i>
finding the right words to deal with the situation	<i>"Four years of higher education at New York University and all I could think of was "Hey."</i>
...and taking the right actions	<i>There's nothing sillier in the world than a teacher telling you don't do it after you already did it. Should I pick it up myself and throw it into the wastepaper basket?</i>
his training hasn't prepared him for actual situations	<i>Professors of education at New York University talked about theories and philosophies of education. They never lectured on how to handle flying-sandwich situations.</i>
can't use physical punishment	<i>I wanted to knock him out of his seat, but that would have been the end of my teaching career.</i>
winning over the class, convince them that he is in charge	<i>They had to recognize I was the boss, that I was tough.</i>
making the transition from disciplinarian to teacher	<i>wondered how I should move from a sandwich situation to...the subject I was supposed to teach, English.</i>

### the behaviour of the students and their expectations

challenge from the beginning: talking out of turn, keen for a fight	<i>Petey called out, "Anyone wan' a baloney sandwich?" ...the class cheered. "Fight, fight,"</i>
expect the new teacher to react in a prescribed way	<i>New teachers are supposed to mind their own business or send for the principal...</i>
initially disappointed	<i>This teacher, new teacher, just stopped a good fight.</i>
...but quickly seize the initiative	<i>The class laughed. There's nothing sillier in the world than a teacher telling you don't do it after you already did it.</i>
can spot weakness	<i>One boy covered his mouth and said, "Stoopid," and I knew he was referring to me.</i>
respond positively to unorthodox approach	<i>I could see the admiration in their eyes, first teacher in their lives to pick up a sandwich from the floor and eat it in full view.</i>
wary of the principal	<i>My students smiled till they saw the principal's face</i>

### what he does and the results of his actions

his first words are only partially effective	<i>I made my first teacher statement, "Stop throwing sandwiches." Petey and the class looked startled...The class laughed. There's nothing sillier in the world than a teacher telling you don't do it after you already did it.</i>
his first action as a teacher is both decisive and unexpected and is successful at gaining the class's approval	<i>I ate the sandwich...It was my first act of classroom management...I could see the admiration in their eyes.</i>
less sure about what he does next	<i>I didn't know what to do next.</i>
will have to explain what he has done to the principal	<i>He opened the door and beckoned me out. "A word, Mr. McCourt?"</i>

### the use of language

the use of first person pronoun - a memoir	<i>I came from behind my desk... They ignored me.</i>
simple, direct language and structures make it very immediate	<i>Petey threw his brown-paper sandwich bag at the critic, Andy, and the class cheered.</i>
use of minor sentences, questions, repetitions of phrases suggest internal monologue	<i>So this is teaching? Yeah, wow. I felt like a champion. I ate the sandwich. I hit the basket.</i>
use of speech adds drama	<i>"A word, Mr. McCourt?"</i>
New York dialect and accent gives dialogue authenticity	<i>"Yo, baby," and "M-a-a-a-n. Look at dat."</i>
heightened language to describe the richness of the sandwich	<i>drizzled with olive oil and charged with a tongue-dazzling relish.</i>
sentence structures varied for dramatic effect, for example a simple sentence used as a climax	<i>I ate the sandwich.</i>
more complex structures and vocabulary to convey educational/moral dilemma	<i>Should I pick it up myself and throw it into the wastepaper basket to show my contempt for people who throw sandwiches while millions starve all over the world?</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.

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</i>	<i>penetrating analysis of</i>	<i>a variety of astute and</i>

	<i>text</i> <i>cogent interpretation</i>	<i>language</i> <i>sophisticated evaluation of</i> <i>the use of language</i>	<i>discriminating points</i> <i>commanding exploration of</i> <i>ideas</i> <i>deft use of apposite</i> <i>examples/ references</i>
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## SECTION B: WRITING TO ARGUE, PERSUADE, ADVISE

Question Number	Indicative content	Mark
2	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p><b>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</b></p> <ul style="list-style-type: none"> <li>• It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.</li> <li>• Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.</li> <li>• 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.</li> </ul> <p><b>In this question, the clarity and detail of the advice are key discriminators.</b></p> <ul style="list-style-type: none"> <li>• The form is left to the candidate, but an essay is likely to be the most common response.</li> <li>• The tone and style could be either informal or formal. However, for this purpose and audience an over colloquial register would be less effective.</li> <li>• A structure of paragraphs is likely to organise the advice in a way that draws attention to the key points. A bullet point structure would not be appropriate.</li> <li>• Candidates can be expected to explain their ideas in some detail. A degree of persuasion is likely (and acceptable) but better answers will give the advice in a way that suggests the recipient has a choice. An approach which merely asserts a viewpoint is likely to be less convincing.</li> <li>• The points of advice should be clear so that the recipient will have guidelines to follow. The bullet points provide specific, but not prescriptive, topics. Good advice may include warnings of problems, and suggestions on how these should be addressed.</li> </ul> <p><b>Less developed responses</b> are likely to be straightforward and give brief, assertive points of advice in a loose structure and in a</p>	<p><b>Total for Section B: 25 Marks for Writing</b></p>

	<p>very informal style. <b>More developed responses</b> will make a good range of aptly chosen points of advice, with effective reasoning, in a cohesive structure.</p> <p>In applying the grids, bear in mind the need for the <b>'best fit' approach</b>.</p>	
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Question Number	Indicative content	Mark
3	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p><b>In all answers to writing questions, the examiner's focus should be on the quality of the writing.</b></p> <ul style="list-style-type: none"> <li>• <b>It is important not to have preconceptions of what is appropriate or not</b>, particularly in terms of ideas or the expression of them.</li> <li>• <b>Each answer will need to be judged on its merits</b>, and the skill and effectiveness with which the candidate answers the question.</li> <li>• <b>Examiners must be alert to unusual, perhaps original approaches</b> (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, <b>and reward these positively</b>.</li> </ul> <p><b>The effective and logical development of argument in support of one side of the idea is a key discriminator.</b></p> <ul style="list-style-type: none"> <li>• The answer needs to show a sense of form and audience, though there is no single approved way of setting out a letter. There should, however, be an opening which is clearly addressed to the editor (e.g. Dear Sir/Madam, Editor) and an appropriate conclusion (Yours sincerely/faithfully). Heading addresses are not required.</li> <li>• The definition of "newspaper" is left to the candidate; allow any reasonable interpretation and approach.</li> <li>• The argument should be developed in a logical, clear style, with ideas linked by verbal devices.</li> <li>• Candidate should use examples and evidence to support their ideas.</li> <li>• The merit of the answer will largely be determined by the cohesiveness and clarity of the argument in support of one or other of the statements.</li> <li>• Argument is likely to be based on points about: whether the arenas and other buildings are likely to be used after the Games; whether the Games will favour London disproportionately; how "green" the Games really will be; whether money would be better spent on the NHS or domestic or local sport; national pride; tourism; improved transport; creating jobs; increased participation in sport; improvements in people's health.</li> </ul>	<p><b>Total for Section B: 25 Marks for Writing</b></p>

	<ul style="list-style-type: none"> <li>Examiners should be particularly open-minded in their approach to the content.</li> </ul> <p>Less developed responses 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 developed responses will be clearer in terms of argument and style, and develop a competent argument in support of one side of the issue.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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## 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 <b>limited success</b> at a basic level	there is <b>little</b> awareness of the purpose of the writing	the writing uses a <b>limited</b> vocabulary and shows <b>little</b> variety of sentence structure	organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some</b> grasp of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised</b> way	there is a <b>generally clear</b> sense of the purpose of the writing	the writing includes <b>well-chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear</b> text structure, <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences	organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use</b> of a range of cohesive devices between and within paragraphs
mark band	the writing achieves <b>precision</b>	there is <b>strong, consistent</b>	the writing has an <b>extensive</b>	organisation of material is <b>assured</b> , with <b>sophisticated</b>

five 16-17	<b>and clarity</b> in presenting <b>compelling</b> and <b>fully-developed</b> ideas	<b>fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms	control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application of a wide range</b> of markers of textual cohesion
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### 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**

Question Number	Indicative content	Mark
4	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p><b>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</b></p> <ul style="list-style-type: none"> <li>• It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.</li> <li>• Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.</li> <li>• 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.</li> </ul> <p><b>In this question, the clarity and effectiveness with which the candidate analyses the lesson are key discriminators.</b></p> <ul style="list-style-type: none"> <li>• No context or audience is given. A variety of approaches is possible. Considerable latitude should be given to candidates in regard to choice of structure and style.</li> <li>• The consistency with which each approach is developed is also a key factor in assessment. The style adopted could be either formal or informal.</li> <li>• Analysis requires some objectivity. The features of the lesson which made it work should be brought out clearly. This may be balanced by comment on aspects of the lesson which were less successful.</li> <li>• Answers which depend entirely on description or narrative will not have fulfilled the purpose of the question. However, it is possible to integrate analysis in a narrative structure, though this level of sophistication is unusual in Foundation Tier scripts.</li> <li>• The words “enjoyable” and “memorable” in the question are open to various interpretations. A candidate who writes mockingly about a disastrous lesson, which was nonetheless entertaining, is less likely to fulfil the functions of the triplet verb ‘analyse’ required in this section.</li> <li>• The analysis should be developed in full. Comments should also be supported by evidence and reasons.</li> </ul>	<p><b>Total for Section C: 25 Marks for Writing</b></p>



	<p><b>Less developed responses</b> will be responses rather than analytical evaluations, and depend heavily on narrative or description. <b>More developed responses</b> will analyse the lesson in effective detail, emphasising the key features, and convey this in a clear and engaging way.</p> <p>In applying the grids, bear in mind the need for the <b>'best fit' approach</b>.</p>	
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Question Number	Indicative content	Mark
5	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p><b>In all answers to writing questions, the examiner's focus should be on the quality of the writing.</b></p> <ul style="list-style-type: none"> <li>• <b>It is important not to have preconceptions of what is appropriate or not</b>, particularly in terms of ideas or the expression of them.</li> <li>• <b>Each answer will need to be judged on its merits</b>, and the skill and effectiveness with which the candidate answers the question.</li> <li>• <b>Examiners must be alert to unusual, perhaps original approaches</b> (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.</li> </ul> <p><b>In this question, the clarity and development of the candidate's comments on the viewpoint are key discriminators.</b></p> <ul style="list-style-type: none"> <li>• Various approaches are possible. The question provides no specific form or audience. Most will answer in essay form but candidates who present their answers in alternative forms, for instance as a feature article, should not be penalised.</li> <li>• Candidates are likely to confine themselves to the suggested topics, but they may also raise issues of image, security, money (including part-time jobs), media and celebrity influence, urban deprivation, race issues and so on.</li> <li>• Comments on levels of individual well-being will be subjective, but effective comment implies a degree of objectivity, balance and evaluation. Better answers will be characterised by some level of detachment.</li> </ul> <p><b>Less developed responses</b> are likely to present straightforward, personal responses, with little objective comment. <b>More developed responses</b> will be clearly expressed and thoughtfully developed with some objective evaluation of the viewpoint.</p> <p>In applying the grids, bear in mind the need for the <b>'best fit' approach</b>.</p>	<p><b>Total for Section C: 25 Marks for Writing</b></p>

## 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 <b>limited success</b> at a basic level	there is <b>little awareness</b> of the purpose of the writing	the writing uses a <b>limited vocabulary</b> and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised way</b>	there is a <b>generally clear sense</b> of the purpose of the writing	the writing includes <b>well-chosen vocabulary</b> and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear text structure</b> , <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen vocabulary</b> and <b>well-controlled</b> variety in the construction of sentences	organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use</b> of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves <b>precision and clarity</b> in presenting <b>compelling and fully-developed</b> ideas	there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	the writing has an <b>extensive vocabulary</b> and <b>mature control</b> in the construction of <b>varied</b> sentence forms	organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application</b> of a <b>wide range</b> 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 A: MODERN POETRY

*In Such a Time as This*

Question Number	Indicative content	Mark
1	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.</li> <li>• understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• the way in which children are shown to use their imagination to conjure ideas and pictures</li> <li>• the strength of these images and their presentation</li> <li>• the writers' language.</li> </ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p>	<p><b>Total for Section A: 25 Marks for Reading</b></p>

## Half-past Two

### *Power of child's imagination*

Use of made-up compound words  
Clockface imagined in human terms

### *Escape into imaginary world*

Imagines smells  
Imagines exaggerated sounds  
Imagines himself in a different place

- **The use of language**

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

use of compound words  
use of capital letters for emphasis  
words evoking senses (sight, sound) personification  
use of direct speech  
onomatopoeia.

## Yellow

### **Power of child's imagination**

Imaginative use of the colour yellow to create visual links  
Nature imagined in human terms

Links herself to the bird

Strong and vivid pictures  
Imagined words of relatives

Objects thought to have feelings, eg the plate and its contents

- **The use of language**

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

words evoking senses (sight, sound, character)  
personification (as in above examples)  
alliteration  
simile  
metaphor  
use of direct speech.

## Textual Evidence

'Gettinguptime', etc  
'little eyes and two long legs'  
'he knew he'd escaped for ever'... 'out of reach of all the timefors'  
'old chrysanthemums'  
'silent noise his hangnail made'  
'into the air outside the window, into ever'

## Textual Evidence

throughout  
  
'The hedge has its hair cut'  
'The crocuses' yellow tongues try to talk'  
'nest of hair'  
'budgies born in my curls'  
'tea towel that is the map of New Zealand'  
'Now look here Comrade!'  
'Not listening Not listening'  
'Don't be fussy! Get that down you!'  
etc.  
'because it's slimming'  
'passionate beetroot balls'  
'happy yellow pineapple ring'  
'pickled onions stare like blind eyes'

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

Question Number	Indicative content	Mark
2	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.</li> <li>• understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• the effects created by the use of silence in each poem</li> <li>• what mood and atmosphere are evoked</li> <li>• the writers' use of language.</li> </ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p>	<p><b>Total for Section A: 25 Marks for Reading</b></p>

## Death in Leamington

- **The use of silence**

Silence of the room  
Lack of activity inside it  
Simile of woman's fingers  
Nurse not speaking when she arrives  
Silence of 'things'  
A few quiet words break the silence yet there is no reply  
Imagined sounds  
Silence of the bed  
Quiet surroundings  
Nurse's quiet departure

- **The effects created**

Builds atmosphere of a room of death  
Nurse quietly performs her routines as though everything is normal  
She speaks to a dead woman who cannot reply  
Finally Nurse realises that woman is dead  
Sense of the old house as decaying and dying, just like the woman  
Nurse's silent departure: air of finality; she joins in the silence

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:  
alliteration  
rhetorical questions  
simile  
archaic effects ('ev'ning', 'work'd', etc)  
use of direct speech  
use of contrast (silence/sound, life/death, woman/house)

## Textual Evidence

'light...shone through'  
'lonely crochet lay patiently and unstirred'  
'dead as the spoken word'  
'alone with her own little soul'  
'the things were alone with theirs'  
'Tea'... 'tiny voice'... 'Wake up!'

'Do you hear the plaster drop?'  
'Silent bedstead'  
'calm of a Leamington ev'ning'  
'tiptoed gently'

Opening stanzas  
'And Nurse came in....'

'Tea'....

'Nurse looked...'  
'stucco is peeling'... 'plaster drop'

'turned down the gas'; 'tiptoeing gently'

**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.

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



## Identity

Question Number	Indicative content	Mark
3	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.</li> <li>• understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• the places which are presented in each poem</li> <li>• how the writers' thoughts and feelings are prompted by these places</li> <li>• the writers' language.</li> </ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p>	<b>Total for Section A: 25 Marks for Reading</b>

### An Unknown Girl

### Textual Evidence

- **The description of place**

The lights of the bazaar  
 Colourful scene  
 Description of Westernised shops  
 Fabrics all around

Becomes quiet in the evening

'studded with neon'  
 'colours leave the street/float up in balloons'  
 'dummies... with their Western perms'  
 'Banners for Miss India 1993... curtain cloth and sofa cloth'  
 'Furious streets are hushed'

- **Effect on writer's thoughts and feelings**

Feels she is in an unusual, exotic place  
 Anonymity of the experience  
 Memories of the visit to India keep reappearing  
 Brings a sense of wanting to return, nostalgia

Descriptions throughout  
 'An unknown girl'  
 'India appears and reappears'  
 'lean across a country'... 'longing...'

- **The use of language**  
Reward all relevant examples of language and comments on its effectiveness, eg:  
sight/colour words  
metaphor  
similes  
repetition  
short lines/meandering henna lines.

## The Road Not Taken

- **The description of place**  
The fork in the route ahead  
Colour of the wood  
Path disappearing into the mass of greenery  
One path less worn and covered with grass  
Fallen leaves had not been walked on

- **Effect on writer's thoughts and feelings**  
He is immediately presented with a choice  
he does not wish to have to make  
Chooses the one not so well trodden  
Feels this gives it the better reason for choosing it  
But then realises there is really very little difference in wear  
Thinks he will go along the other path later  
But then realises the unlikelihood of being able to retrace his steps or return  
Looks back on the experience with sadness/regret  
The choice has had a great effect on his life  
Reflection on the journey becomes a metaphor for crucial choices on life's journey

- **The use of language**  
Reward all relevant examples of language and comments on its effectiveness, eg:  
use of rhyme  
descriptive words  
exclamation  
repetition ('took the other... took the one')  
conversational tone.

## Textual Evidence

- 'two roads diverged'
- 'yellow wood'
- 'where it bent in the undergrowth'
- 'grassy and wanted wear'
- 'leaves no step had trodden black'
- 'Sorry I could not travel both'
- 'Because it was grassy...'
- 'As having perhaps the better claim'
- 'Had worn them really about the same'
- 'Oh, I kept the first for another day'
- 'I doubted if I should ever come back...'
- 'Telling this with a sigh'
- 'That has made all the difference'
- throughout poem

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

Question Number	Indicative content	Mark
4	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.</li> <li>• understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• the nature of the relationship(s) shown in each poem</li> <li>• the strength of feelings of admiration or respect that one person shows towards another</li> <li>• the writers' language.</li> </ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p>	<p><b>Total for Section A: 25 Marks for Reading</b></p>

## Follower

- **The relationship and respect**

Description of his father's appearance  
Ability to make horses obey his every sound  
Admires his expertise at his craft  
Description of the skill of the ploughing  
Has a precise eye for the task  
Feels awkward and clumsy in comparison  
Loves to ride on his father's back  
Wishes to be able to take after his father  
Feels he was always in his father's shadow  
(literally and metaphorically)  
Feels he was just a nuisance to his father  
Is aware of (saddened by?) effects of time,  
so that roles are now reversed  
Even finds himself now irritated by his  
father, now an old man

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg:  
similes  
onomatopoeia  
metaphors  
detailed descriptions of ploughing process  
enjambment  
rhyme  
monosyllabic words (slow, regular motion; hard earth).

## Textual Evidence

'shoulders globed like a full sail...'  
'horses strained at his clicking tongue'  
'An expert'.  
'He would set...'  
'Mapping the furrow exactly'  
'I stumbled... fell'  
'Rode me on his back'  
'I wanted to grow up and plough'  
'Follow in his broad shadow'  
  
'I was a nuisance, tripping, falling'  
'Today it is my father....'  
  
'Will not go away'.

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

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

*Nature*

Question Number	Indicative content	Mark
5	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"><li>• read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.</li><li>• understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.</li></ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"><li>• the images which are presented</li><li>• how these convey a sense of strength</li><li>• the writers' language.</li></ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p>	<b>Total for Section A: 25 Marks for Reading</b>

## Nettles

- **The images presented and their strength**

Nettle bed - strange idea because not comfortable

The nettles are compared to weapons

They are personified: an angry army

They need to be attacked vigorously

They are buried like dead soldiers after a historic battle

However, they are unstoppable because they can constantly obtain reinforcements  
They can continue to inflict damage

- **Their strength**

Malicious

Power to inflict pain

Power of nettles and nature to regenerate strongly through effects of weather

Warlike and violent imagery

- **The use of language**

Reward all relevant examples of language and comments on its effectiveness, eg: personification (as above)

alliteration

violent verbs ('slashed')

metaphors.

## Textual Evidence

'“Bed” seemed a curious name'

'green spears'

'regiment of spite'; 'fierce parade'

'slashed in fury'

'funeral pyre'... 'fallen dead'

'tall recruits'

'sharp wounds again'

'regiment of spite'

'white blisters beaded on his tender skin';

'sharp wounds'

'busy sun and rain...'

throughout poem

## Trout

- **The images presented**

The trout is presented as a weapon of war

Rapid easy movement

Trout aims at target and hits it

Deadly strike on object attacked

Is a guided missile

Or an unending supply of bullets

- **Their strength**

Trout shown as an effective killer

Violence of imagery; pitiless killing

- **The use of language**

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

military imagery

similes

metaphor

alliteration

monosyllabic verbs ('slips', 'darts', 'fired').

## Textual Evidence

'fat gun-barrel'

'slips like butter...'

'his muzzle gets bull's eye'

'torpedoed'

'fired from the shallows'

'tracer-bullet'... 'never burnt out'

throughout poem

'cold blood', 'ramrodding'. 'torpedoed'

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

Question Number	Indicative content	Mark
6	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.</li> <li>• understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• the people who are described</li> <li>• the relationships and emotions presented</li> <li>• the writers' language.</li> </ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p>	<p><b>Total for Section A: 25 Marks for Reading</b></p>

## Keeping Orchids

- **The characters and their relationship**

The narrator meets her mother for the first time

She carries the flowers as though she is **their** mother

Finds it difficult to remember what her mother looks like

Or sounds like

She can only remember her hands

Tries to bring back her precise image

Needs the flowers to prove that they had actually met

Remembers the awkwardness of her

mother's movements and embrace

Thinks about what she has learnt of her mother's unhappy life

Tries to keep the orchids alive

- **The emotions portrayed**

The mother is shown as nervous about the meeting and about talking of her life

The daughter has found the meeting very unsettling

She wishes she can hold on to her mother, but this fleeting meeting is not enough to sustain a relationship

She desperately tries to cling to the memory, by trying to keep the flowers alive

She does not know what to expect of the future

She feels aware of a secret life previously unknown

### **The use of language**

- Reward all relevant examples of language and comments on its effectiveness, eg:
  - imagery of the flowers
  - similes
  - metaphors
  - descriptive details
  - personification of time.

## Textual Evidence

'my mother gave me when we first met'

'like a baby in a shawl'

'Her face is fading fast'

'her voice rushes through a tunnel'

'my mother's hands are all I have'

'I close my eyes and try to remember exactly'

'the proof of meeting'

'awkward and hard to hold'

'Her secret life...'

'cutting the stems...'

'fold and unfold...' 'Compressed.'

'Airtight.'

shown through the descriptions of the flowers throughout

'Boiling water makes flowers live longer...'

'A door opens and closes. Time is outside waiting.'

'buds remain closed as secrets'; 'the closed ones did not open out'.

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

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

Question Number	Indicative content	Mark
7	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.</li> <li>understand and evaluate how writers use linguistic and presentational devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>the physical setting and environment of each story</li> <li>the way in which these influence the events that take place</li> <li>how the description suggests the nature of the culture of the people described</li> <li>using textual evidence to substantiate points made.</li> </ul> <p>Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to select and comment on textual details in a variety of ways. <b>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.</b></p> <p>The following section illustrates <u>some</u> points candidates may make, <b>but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated:</b></p> <p><b><u>Country Lovers</u></b></p> <ul style="list-style-type: none"> <li><b>The description of the setting</b> Set in apartheid-riven South Africa The social gap is emphasised by the white owners' and black workers' different lives Education and wealth are open to whites and not to blacks Contrasts evident between housing of the white farm-</li> </ul>	<b>Total for Section B: 25 Marks for Reading</b>

owners (full of material possessions) and the simple village huts of the black people  
Black women employed as casual labourers to carry out weeding

- **The natural environment**

Vivid description of the sharp, harsh *veld* landscape in which the *kraal* is set: descriptions of wild plants, dried-up river beds

Children could swim when the river was full

Teams of mud oxen

Picture of open country with birds silhouetted

- **What these show about the culture**

After childhood, strong taboos on interaction between the races

Thebedi and Paulus have to cross an invisible line in order to conduct their relationship; the countryside is neutral territory, before she returns to her mother's hut and he goes back to the farmhouse

Thebedi and Paulus both shown as at home in this countryside - both are depicted touching the plants - identifying with nature?

The legal framework appears to support Paulus, because of the acquittal, and to be biased against black people such as Thebedi

Having to admit the relationship between Paulus and Thebedi is a social stigma to Paulus' family

The strong social code pressurises Paulus into getting rid of a mixed-race baby

### Veronica

- **The description of the setting**

War-torn Africa, marked by huge contrasts between town and country

Veronica lives in simple hut where there is no escape from the abusive father

- **The natural environment**

Veronica lived in very poor country village ('place was crawling with disease')

Okeke goes to modern towns with material possessions and high aspirations (girls/fast cars)

Description of the village stream

Description of her decaying, 'dark' and 'bare' hut

- **What these show about the culture**

Very divided between the opportunities open to the young (male) in the cities for education, society and employment, contrasted with the trapped existence of the village woman

Effects of war ravage the countryside - a poor village becomes prey to disease and acute poverty

The stream is symbolic - passage of time/life 'I watched the flow of the stream...'

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

## READING MARK SCHEME

### The 'Best Fit' Approach

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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
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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

Question Number	Indicative content	Mark
8	<p>Candidates are required to write a magazine article. An appropriate <u>register</u> will need to be adopted for this, with <u>language</u> suitable to the task.</p> <p><b>Likely approaches:</b>            The candidates may express a range of views about how much violence there is on television and whether this has harmful effects on viewers. What is important is that they offer a clear <b>explanation</b> of why they hold the views they do, rather than simply stating or arguing a particular case. The key point to look for is the quality of writing which shows an ability to set out reasons clearly and cogently. Candidates may refer to particular programmes which include elements of violence, and say whether they feel these are justified or gratuitous, and whether watching violence can have harmful effects. They may refer to the possibility of criminals or impressionable young people being influenced by what they have seen on television. They may discuss issues of censorship, including the use of the watershed or screening devices, and refer to the fact that, with so many channels now available through satellite or cable, there are more programmes which focus on showing violent actions (such as programmes on police videos, for example).</p> <p>Lower band answers will probably be limited to a few undeveloped points, stating a view but not offering much in the way of explanation.</p> <p>Higher band answers should convey their views in a way which shows a clear awareness of the task and the ability to present their explanation strongly, drawing on evidence and reasons to support this.</p> <p>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, to produce a well-reasoned magazine article.</p>	Total for Section C: 25 Marks for Writing

	In applying the grids, bear in mind the need for the 'best fit' approach.	
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Question Number	Indicative content	Mark
9	<p>Candidates are required to produce a written report for consideration by a public body. An appropriate <u>written register</u> will need to be adopted for a report of this kind, with <u>language</u> suitable to the task.</p> <p><b>Likely approaches:</b> Candidates are likely to look at how a library now has to be more than a place where people take books out. They should include reference to other items, such as videos or music CDs/DVDs. They are likely to show a recognition that libraries are often places where people go to undertake research, using a range of facilities, especially those based on information technology, but perhaps also referring to local records or registers. They may think about separating a library into a number of areas, for example one with space for computer work stations, one for quiet reading of magazines or newspapers, one for children. They may suggest additional facilities such as a local history section with museum artefacts, or a café. They may argue that the place of books has to be thought of very differently, as a result of changing patterns of reading and behaviour.</p> <p>Lower band answers will probably be limited to a few undeveloped points, and may lack detail, giving only a general idea of the kind of library they would like.</p> <p>Higher band answers will offer a thoughtful and personal response to the task, with evidence of their ideas about design and the balance of the resources to be made available. These responses will provide the reader with insight into how they think a library of the future will work effectively.</p> <p>The above points are possible indicators of content and approach; 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 report in explaining a young person's view of a future library.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	Total for Section C: 25 Marks for Writing

## 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 <b>limited success</b> at a basic level	there is <b>little awareness</b> of the purpose of the writing	the writing uses a <b>limited vocabulary</b> and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple with limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised way</b>	there is a <b>generally clear</b> sense of the purpose of the writing	the writing includes <b>well-chosen vocabulary</b> and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear text structure, controlled paragraphing</b> to reflect opening, development and closure, together with <b>secure use of cohesive devices</b>
mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen vocabulary</b> and <b>well-controlled</b> variety in the construction of sentences	organisation of the material is <b>fully secure</b> , with a <b>well-judged text structure, effective paragraphing</b> and <b>successful use of a range of cohesive devices</b> between and within paragraphs
mark band five 16-17	the writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>fully-developed</b> ideas	there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	the writing has an <b>extensive vocabulary</b> and <b>mature control</b> in the construction of <b>varied sentence forms</b>	organisation of material is <b>assured</b> , with <b>sophisticated control</b> of text structure, <b>skilfully sustained paragraphing</b> and the <b>effective application of a wide range of markers</b> 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 A: UNPREPARED NON-FICTION

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

Question Number	Indicative content	Mark
1	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight</li> <li>• develop and sustain interpretations of texts</li> <li>• select material appropriate to purpose</li> <li>• understand and evaluate how writers use linguistic and structural devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• how the writer tries to persuade the reader to her point of view</li> <li>• using textual evidence to substantiate the points made</li> <li>• the passage's techniques, including the use of language.</li> </ul> <p>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.</p>	Total for Section A: 25 Marks for Reading

the advantages of the allotments

produce fresh food and flowers	<i>figs, grapes, chillies and calaloo grow, along with your normal English seasonal vegetables and fruit, and a field of delphiniums.</i>
social benefits for the whole community...	<i>People of all ages, ethnic groups and social classes come here to garden, cook, eat, swap plants, share food, barbecue and party.</i>
...and for the individual	<i>Clayden has thrown himself into life as a plowholder and reads allotment magazines...</i>
contact with nature	<i>Crested newts have been spotted in the ponds.</i>
educational benefits	<i>schoolchildren from the stinking inner city come here to learn where food comes from.</i>
part of the local economy	<i>They have a farmers' market, plant sale...</i>
help to feed families	<i>Eighty plots feed 150 families all through the summer.</i>

## the history of the allotments

over 100 years old	<i>Set up...in 1900...</i>
founded by a local philanthropist...	<i>Major Arthur Villers, a philanthropic landowner,...</i>
..but now run by an impersonal agency controlled from outside	<i>Lea Valley Park, who are in thrall to the London Development Agency,...</i>
intended to help the poorest in the community	<i>...for the local poor...</i>
served a vital purpose in the world wars	<i>It has survived two world wars...</i>

## the contrast between the plans of London Development Agency and those of the plot holders.

Plot holders' plans	London Development Agency's plans
<ul style="list-style-type: none"> <li>to turn the plot into an outdoor restaurant</li> </ul>	<ul style="list-style-type: none"> <li>to create a concourse between stadiums.</li> </ul>
<ul style="list-style-type: none"> <li>to use local produce in the restaurant</li> </ul>	<ul style="list-style-type: none"> <li>possibly to restore the allotments after the Olympics <i>The allotments can come back after the Olympics.</i></li> </ul>
<ul style="list-style-type: none"> <li>to show how you can use urban land positively <i>...show how green England aspires to be,...</i></li> </ul>	<ul style="list-style-type: none"> <li>destruction <i>so it's going to be bulldozed...</i></li> </ul>
<ul style="list-style-type: none"> <li>delivered by local, reliable people <i>...a known group of trustworthy people...other talented cooks...</i></li> </ul>	<ul style="list-style-type: none"> <li>massive building work with a huge unknown work force <i>...hordes of construction workers swarming about the site...</i></li> </ul>

## the use of language

use of hyperbole to emphasise the benefits of the allotments	<i>It is paradise... a little piece of heaven.</i>
informal, personal tone especially with reference to the plot holders	<i>My friend Clayden...</i>
minor sentences to make it conversational	<i>Lucky him...Just like that.</i>
colloquial language adds to the informal tone	<i>A breeze compared to plot holding through the Second World War.</i>
lists used to enhance advantages and benefits	<i>figs, grapes, chillies and calaloo... All organic, no food miles, no packaging.</i>
rhetorical devices used to influence reader: questions exclamations antithesis	<i>How perfect can you get?</i> <i>What a raving mad idea.</i> <i>...the tranquillity of the snow-clad allotments, surrounded by monster diggers and cranes waiting to gobble it up</i> <i>A hundred years of allotments for four weeks of pathway.</i> <i>Imagine the scene last week...</i>
imperatives	<i>Spokesman is not pleased.</i>
proponents of the Olympics plan are dehumanised	<i>... a small but shining example of what life could be like.</i>
positive words used for the allotments...	<i>...it's going to be bulldozed...Brutish...hordes of construction workers...</i>
...negative words for the LDA	<i>But there is a Legacy Plan.</i>
Officialese mocked	<i>"But it's 100 years old"... "If you're going to argue..."</i>
Use of speech to make it more immediate/dramatic	

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.

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	Indicative content	Mark
2	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>organise ideas into sentences, paragraphs and whole texts</li> <li>use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p><b>In all answers to writing questions, the examiner's focus should be on the quality of the writing.</b></p> <ul style="list-style-type: none"> <li>It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.</li> <li>Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.</li> <li>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.</li> </ul> <p><b>The effective and logical development of argument in support of one side of the idea is a key discriminator.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The language used is likely to be formal in terms of choice of words and sentence structures. However, a relatively informal approach may also work effectively, provided the ideas are conveyed clearly. Engaging, clear expression should be rewarded positively. Emotive language may also be used for particular effect. Style which is over dependent on slang or</li> </ul>	Total for Section B: 25 Marks for Writing

	<p>street language is likely to be self-limiting and restrict the opportunity for the expression of more complex ideas.</p> <ul style="list-style-type: none"> <li>• Candidates should use examples and evidence to support their ideas.</li> <li>• The merit of the answer will largely be determined by the cohesiveness and clarity of the argument in support of one or other of the statements.</li> <li>• Argument is likely to be based on points about: whether the arenas and other buildings are likely to be used after the Games; whether the Games will favour London disproportionately; how “green” the Games really will be; whether money would be better spent on the NHS or domestic or local sport; national pride; tourism; improved transport; creating jobs; increased participation in sport; improvements in people’s health.</li> <li>• Examiners should be particularly open-minded in their approach to the content. Interesting, even outlandish ideas may be expressed. Be alert (and reward) effective responses which use wit and humour.</li> </ul> <p><b>Less developed responses</b> 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; <b>more developed responses</b> will be strong in terms of argument and style, and develop a convincing argument in support of one side of the issue.</p> <p>In applying the grids, bear in mind the need for the ‘best fit’ approach.</p>	
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Question Number	Indicative content	Mark
3	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p><b>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</b></p> <ul style="list-style-type: none"> <li>• It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.</li> <li>• Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.</li> <li>• 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.</li> </ul> <p>In this question, the clarity of the advice and the</p>	<p><b>Total for Section B: 25 Marks for Writing</b></p>

effectiveness with which it is presented are key discriminators.

- The question gives a clear indication of context and audience and the answer should show awareness of this. A range of approaches is possible and it is important to allow for variations in tone, style and structure.
- The student audience implies a degree of formality, though a relatively informal approach would work effectively, provided the advice and ideas are conveyed clearly. Engaging, clear expression should be rewarded positively.
- The advice should be presented and structured in a way that makes it clear to follow, with verbal links and “signposting”. It should also be developed in some detail.
- It is impossible to be prescriptive about content, but advice may be linked to points about:
  - transport (school buses/cars; walking/cycling)
  - pollution: litter
  - conserving energy - heating/lighting; solar panels/wind turbines
  - waste - food/packaging
  - recycling and reusing.
- No allowance is made for the use of graphics in the mark scheme. Assessment is only based on the use of language.

**Less developed responses** are likely to be straightforward and give brief points of advice in an uncertain style and structure, showing little awareness of the online context. **More developed responses** will make a good range of aptly chosen points of advice and will be presented and expressed in a lively way which will engage and enlighten readers. 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 <b>limited success</b> at a basic level	there is <b>little awareness</b> of the purpose of the writing	the writing uses a <b>limited vocabulary</b> and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple with limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised way</b>	there is a <b>generally clear</b> sense of the purpose of the writing	the writing includes <b>well-chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear text structure</b> , <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences	organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use</b> of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>fully-developed</b> ideas	there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	the writing has an <b>extensive</b> vocabulary and <b>mature control</b> in the construction of <b>varied</b> sentence forms	organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application</b> of a <b>wide range</b> 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**

Question Number	Indicative content	Mark
4	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p><b>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</b></p> <ul style="list-style-type: none"> <li>• It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.</li> <li>• Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.</li> <li>• 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.</li> </ul> <p><b>In this question, the clarity and development of the candidate’s comments on the quotation are key discriminators.</b></p> <ul style="list-style-type: none"> <li>• Various approaches are possible. The question provides no specific form or audience. Most will answer in essay form but candidates who present their answers in alternative forms, for instance as a feature article, should not be penalised.</li> <li>• Candidates may comment on points relating to issues of educational, monetary and social pressures, degrees of personal freedom, levels of security, personal responsibilities, and so on.</li> <li>• There should also be some evaluation of the validity of the viewpoint expressed in the question; this may include comment on issues like drugs, alcohol, teenage pregnancy, illiteracy, urban poverty, discrimination and so on.</li> <li>• Comments on levels of individual wellbeing will be subjective, but effective comment implies a degree of objectivity and balance. Better answers will be characterised by some level of detachment.</li> </ul> <p><b>Less developed responses</b> are likely to present straightforward, unelaborated opinions, with little objective comment. <b>More developed responses</b> will be thoughtfully developed, with some objective evaluation of the issues raised by the question.</p> <p><b>In applying the grids, bear in mind the need for the ‘best fit’ approach.</b></p>	<p><b>Total for Section C: 25 Marks for Writing</b></p>

Question Number	Indicative content	Mark
5	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes.</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p><b>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</b></p> <ul style="list-style-type: none"> <li>• <b>It is important not to have preconceptions of what is appropriate or not</b>, particularly in terms of ideas or the expression of them.</li> <li>• <b>Each answer will need to be judged on its merits</b>, and the skill and effectiveness with which the candidate answers the question.</li> <li>• <b>Examiners must be alert to unusual, perhaps original approaches</b> (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.</li> </ul> <p><b>In this question, the clarity and effectiveness with which the candidate reviews the pros and cons of school trips are key discriminators.</b></p> <ul style="list-style-type: none"> <li>• The answer needs to show a clear sense of form and audience, though there is no single approved way of setting out a letter. Letters with an opening, which is clearly addressed to the Head Teacher (e.g. Dear Sir/Madam, Head Teacher) and an appropriate conclusion (Yours sincerely/faithfully) are likely to be more purposeful. Heading addresses are not required.</li> <li>• A clear structure should (in most cases) be reflected in an ordered sequence of paragraphs, the first establishing the context, followed by a linked series of paragraphs which present and develop the candidate’s ideas. The final point should provide an effective conclusion.</li> <li>• Given the context of a letter to a Head Teacher, the style should be relatively formal, with some complex sentences and phrasing. Engaging, clear expression should be rewarded positively. Style which is over-dependent on slang or street language is likely to be contextually inappropriate, and also self-limiting, by restricting the opportunity for the expression of more complex ideas.</li> <li>• Typical content will depend in the main on the candidate’s own experience, but may well include comments on the importance of school trips to support and extend class work, to provide vital experience (for instance in foreign languages), or an opportunity to study subjects or contexts at first hand (geography and history) or to experience plays in a theatre (Literature or Drama). Adverse comment may relate to trips that lack a clear educational purpose or are poorly organised. Some may argue that school trips are</li> </ul>	<p><b>Total for Section C: 25 Marks for Writing</b></p>

	<p>important in improving social relationships between pupils and staff.</p> <ul style="list-style-type: none"> <li>• A review implies an approach which is both analytical and objective. Some narrative and description will be necessary, but stronger answers will attempt to balance the pros and cons. Comments should also be supported by evidence and reasons.</li> </ul> <p><b>Less developed responses</b> will show little grasp of reviewing, and make superficial, largely subjective responses, showing little grasp of the letter context. <b>More developed responses</b> will balance the advantages and disadvantages, with objectively presented evidence, in a clearly structured and well expressed letter, well tailored to the context.</p> <p>In applying the grids, bear in mind the need for the <b>'best fit' approach</b>.</p>	
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## 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 <b>limited success</b> at a basic level	there is <b>little awareness</b> of the purpose of the writing	the writing uses a <b>limited vocabulary</b> and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised way</b>	there is a <b>generally clear sense</b> of the purpose of the writing	the writing includes <b>well-chosen vocabulary</b> and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear text structure</b> , <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
mark band four	the writing presents <b>effective and sustained</b>	there is a <b>secure, sustained</b> realisation of the	the writing has <b>aptly chosen</b> vocabulary and	organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure,

12-15	ideas	purpose of the writing	<b>well-controlled</b> variety in the construction of sentences	<b>effective</b> paragraphing and <b>successful use of a range of</b> cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>fully-developed</b> ideas	there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	the writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms	organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application of a wide range</b> 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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