

Mark Scheme (Results)

Summer 2008

GCSE

GCSE English B (1204/3F)

SECTION A: UNPREPARED NON-FICTION

Question Number	Indicative content	Mark
1	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • read with insight • develop and sustain interpretations of texts • select material appropriate to purpose • understand and evaluate how writers use linguistic and structural devices to achieve their effects. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • evaluating how the writer creates a vivid picture of her experience • using evidence to substantiate the points made • the passage's techniques, including the use of language. <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 things it made her do

waste her money	<i>poured away so much of my hard-earned wages from the chemist down the road that I would rather not recall</i>
buy excessive amounts of Take That merchandise	<i>Six T-shirts no less, and the scarf, stickers, cushion, dolls, board game, mugs, watch, pencil case, pendant...</i>
cover her room with posters	<i>The walls and ceiling of my bedroom vanished beneath five grinning faces.</i>
made her watch TV, listen to her Walkman even in class	<i>I was soon glued to the television ... to my Walkman in class</i>
play truant	<i>those days I failed to attend school, I did not in fact have a "high temperature",</i>
follow the group everywhere	<i>travelled 18,000 miles to see them</i>
wait outside the group's houses in winter	<i>me standing, nay quivering, outside his flat, high on a snowy hill</i>

the ways in which she now feels puzzled and unhappy about her behaviour

can't understand what the attraction was	<i>Why oh why did I love them? I have difficulty answering this question</i>
recognises how fixated/obsessed she was	<i>The more I tried to escape the obsession, the more fiercely it took root.</i>
wants to apologise to her form teacher	<i>Here, I must apologise. Mrs Kellett, my year nine form teacher</i>
thinks now her behaviour was sad and	<i>The world of a groupie is indeed a sad one... I</i>

regrettable	<i>would never recommend such behaviour.</i>
embarrassed by the clothes and make up she wore	<i>the two highlights in my hair, meant to be... sophisticated</i>
regrets the effect on her education	<i>There is now a hole in my head where Pythagoras's theorem should be</i>

the highs and lows of being a fan

misery when they disband	<i>When they finally split up...I shed 15 gallons of tears.</i>
living in the same area	<i>the fact that they lived in my hometown made that possibility much more achievable.</i>
being known by the band	<i>The band and I were on first name terms ..."Rob" called me a babe!</i>
waiting outside in the cold	<i>to wait outside the houses of Mark, Jason, Gary and Howard all day in deep mid-winter....outside his flat, high on a snowy hill</i>
risk being subjected to "attacks"	<i>risk him throwing buckets of water on fans, swearing at them and other such unimaginable horrors</i>

the use of language, particularly to show how her life was dominated by the band

words that suggest addiction	<i>The more I tried to escape the obsession, the more fiercely it took root... fiercely... glued... addicted</i>
words that suggest pain, illness or madness	<i>period of madness.... fever of a different kind, an illness... your head still hurting from all the screaming</i>
words that suggest waste	<i>poured away</i>
words associated with guilt, regret	<i>Here, I must apologise. Mrs Kellett, my year nine form teacher, dear Mrs Kellett</i>
statistics, lists to emphasise	<i>2,000 hours of my childhood... travelled 18,000 miles...15 concerts the scarf, stickers, cushion, dolls, board game, mugs, watch, pencil case, pendant, limited edition pocket-size action movie.</i>
Repetition for emphasis	<i>made you sure, so sure</i>
Some ironic exaggeration	<i>When they finally split up I shed 15 gallons of tears</i>
Self mockery...ironic rhetorical questions	<i>nay quivering... Could it have been my sparkly silver eyeshadow from Superdrug...or the two highlights in my hair, meant to be a sophisticated deep maroon colour but somehow washed to a frizzed out ginga?</i>
Minor sentences, exclamations etc to suggest spoken voice	<i>A sad groupie? Pah! Not me.</i>
Words that ironically suggest long term damage	<i>There is now a hole in my head... the band's birthdates are branded on to my brain.</i>

Candidates are not expected to comment on all of the possible points of detail. They may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

NOW REFER TO PAGE 5 FOR THE ASSESSMENT OBJECTIVE GRID.

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

READING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
0-1	rudimentary understanding	minimal grasp of language	extremely limited content
2-4	basic understanding	little awareness of language	unclear and/or undeveloped points
5-7	some understanding an attempt at interpretation	limited awareness of language	some relevant points little development
8-10	fair understanding of the text some interpretative comment	some understanding of language an attempt to evaluate use of language	valid points some development some relevant textual support
11-13	generally sound grasp of the text reasonably secure interpretation	fair understanding of language reasonably sound evaluation of the use of language	mostly clear points some reasonable development generally appropriate examples/ references
14-16	sound grasp of the text secure interpretation	clear understanding of language sound evaluation of the use of language	a range of relevant points reasonable development appropriate examples/references

This extension to the scale is only for use in circumstances where candidates clearly perform above the normal range on this question for this tier.

17-19	<i>Thorough understanding of the text thoughtful interpretation</i>	<i>good analysis of language thoughtful evaluation of the use of language</i>	<i>a good range of well-focused points sustained development apt use of examples/references</i>
20-22	<i>assured understanding of the text perceptive interpretation</i>	<i>confident analysis of language sensitive evaluation of the use of language</i>	<i>a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references</i>
23-25	<i>impressive command of the text cogent interpretation</i>	<i>penetrating analysis of language sophisticated evaluation of the use of language</i>	<i>a variety of astute and discriminating points commanding exploration of ideas deft use of apposite examples/ references</i>

SECTION B: WRITING TO ARGUE, PERSUADE, ADVISE

Question Number	Indicative content	Mark
2	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • communicate clearly and imaginatively, using and adapting forms for different readers and purposes • organise ideas into sentences, paragraphs and whole texts • use a range of sentence structures effectively, with accurate punctuation and spelling. <p>In all answers to writing questions, the examiner's focus should be on the quality of the writing.</p> <ul style="list-style-type: none"> • It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them. • Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question. • Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively. <p>In this question, the clarity and persuasiveness of the article are key discriminators.</p> <ul style="list-style-type: none"> • The question gives an indication of context and of audience. The choice of magazine is left to the candidate but an adult audience is clearly implied • The tone, style and structure adopted will depend on this choice. The approach could be either informal or formal. If the register is too colloquial or conversational, the answer is likely to be less effective in this context. • Candidates should explain their ideas in some detail. Credit should be given to candidates who attempt to shape the response of the reader by use of language which is deliberately designed to persuade. Better answers will also include words designed to reassure. An approach which merely asserts a viewpoint is likely to be less convincing. • Persuasion may focus on key issues like: <ul style="list-style-type: none"> ○ misinterpretation e.g. of behaviour ○ teenage fashion including the wearing of hoods ○ the well behaved majority ○ the good things teenagers do ○ teenage responsibilities and work load. • Typical content might legitimately derive from Anita Sethi's article and include comment on obsessive behaviour. • Some may de-construct the title (though this is unlikely at Foundation Tier level) and argue that teenagers are to be feared. This is not an unacceptable approach; remember that it is the quality of expression which is being judged not the content. 	<p>Total for Section B: 25 Marks for Writing</p>

Less developed responses may be undeveloped and lacking in cohesive structure, showing little awareness of the need to persuade; more developed responses may develop a convincing argument, with detailed points, backed up by examples, and expressed in a style which shows a lively sense of context and purpose.

NOW REFER TO PAGES 10-11 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

Question Number	Indicative content	Mark
3	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • communicate clearly and imaginatively, using and adapting forms for different readers and purposes • organise ideas into sentences, paragraphs and whole texts • use a range of sentence structures effectively, with accurate punctuation and spelling. <p>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</p> <ul style="list-style-type: none"> • It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them. • Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question. • Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively. <p>In this question, the effective and logical development of argument in support of one side of the issue is a key discriminator.</p> <ul style="list-style-type: none"> • The chosen style or register should reflect the specified classroom audience, though the candidate’s interpretations of what is appropriate may vary. • The context implies a degree of formality, but some use of slang or colloquial expression for particular effect might not be inappropriate. The use of street language would be out of place. • ‘Speech’ also implies a degree of formality, as opposed to a ‘talk’. Its structure and expression should show an awareness of a listening audience; attempts to use rhetoric should be rewarded. A text which reads like an essay would be less effective. • Candidates should also be given some latitude in the interpretation of ‘debate’. This might be a formal or semi-formal, or even an informal, exchange of views. Candidates who attempt to dramatise are missing the point and are likely to limit their opportunities to develop an argument. • To ensure the argument is clear and logical, sentences are likely to be complex, with verbal linking and a sequenced paragraph structure. Emotive or rhetorical language may be used for particular effect; argument and persuasion could legitimately be linked in this context. • Candidates should use examples and evidence to support their ideas. • The question asks candidates to argue for one side or the other. This might be achieved in a number of ways, including balancing ideas for and against, but ultimately the 	<p>Total for Section B: 25 Marks for Writing</p>

candidate should make clear s/he supports or opposes the statement.

- Candidates have the option to refer to some or all of the bullet points; they could either explore a few aspects in detail or try a more comprehensive approach. Alternatively, they might extend the bullet points; if they do so appropriately, they should, of course, be rewarded. The overall clarity of the answer will to a large extent determine its merit.
- The bullet points are typically likely to define the content of the answer. Arguments for and against school uniform may centre on issues of corporate/personal identity, class/racial distinctions, personal image and designer clothing. These may be extended to cover religious dress codes in schools and whether school uniform requirements address these appropriately.

Less developed responses may be brief and straightforward in argument, perhaps merely expressions of opinion, and show little awareness of the context and purpose; **more developed responses** may develop a clear argument, making a range of reasoned points supported by evidence. They will attempt to shape audience reactions by command of expression and by adopting a style appropriate to a speech to be delivered to the specified audience.

NOW REFER TO PAGES 10-11 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

WRITING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves limited success at a basic level	there is little awareness of the purpose of the writing	the writing uses a limited vocabulary and shows little variety of sentence structure	organisation of the material is simple with limited success in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are broadly appropriate	there is some grasp of the purpose of the writing	the writing shows some evidence of control in the choice of vocabulary and sentence structure	organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing
mark band three 8-11	the writing expresses and develops ideas in a clear, organised way	there is a generally clear sense of the purpose of the writing	the writing includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences	organisation of the material is mostly sound , with a clear text structure , controlled paragraphing to reflect opening, development and closure, together with secure use of cohesive devices
mark band four 12-15	the writing presents effective and sustained ideas	there is a secure, sustained realisation of the purpose of the writing	the writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

SECTION C: WRITING TO ANALYSE, REVIEW, COMMENT

Question Number	Indicative content	Mark
4	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • communicate clearly and imaginatively, using and adapting forms for different readers and purposes • organise ideas into sentences, paragraphs and whole texts • use a range of sentence structures effectively, with accurate punctuation and spelling. <p>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</p> <ul style="list-style-type: none"> • It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them. • Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question. • Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively. <p>The key discriminators are the clarity of the analysis and the effectiveness with which this is presented.</p> <ul style="list-style-type: none"> • No context or audience is given. A variety of approaches is possible, including magazine/newspaper articles. Considerable latitude should be given to candidates in regard to choice of structure and style. Judge each answer on its merits. • Most answers will have some descriptive/narrative content but it is important that there is balanced analytical discussion of the advantages and disadvantages of being a fan. • Language could be used imaginatively and expressively when describing the experience and more objectively when analysing its overall impact. Effective analysis is likely to need more complex sentences and language, allowing the candidate to balance and evaluate the key aspects of their interest. • Accept the interpretation of “interest” on the candidate’s terms. Most are likely to write about a football team or band/singer, but the question allows candidates to write about any kind of interest provided they are very keen and enthusiastic. <p>Less developed responses may be weighted towards anecdote and description, with assertive comment rather than analysis, whereas more developed responses may be expressed in an engaging and structured way and provide a balanced and developed analysis of the topic.</p> <p>NOW REFER TO PAGES 16-17 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the ‘best fit’ approach.</p>	<p>Total for Section C: 25 Marks for Writing</p>

Question Number	Indicative content	Mark
5	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • communicate clearly and imaginatively, using and adapting forms for different readers and purposes • organise ideas into sentences, paragraphs and whole texts • use a range of sentence structures effectively, with accurate punctuation and spelling. <p>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</p> <ul style="list-style-type: none"> • It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them. • Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question. • Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively. <p>In this question, the clarity and effectiveness with which the candidate reviews the book, film, gig or concert are key discriminators.</p> <ul style="list-style-type: none"> • Candidates are free to choose any film, book, gig or concert and express whatever view they like. • No context or audience is given. A variety of approaches is possible, including magazine/newspaper articles. Considerable latitude should be given to candidates in regard to choice of structure and style. Judge each answer on its merits. • The clarity of the expression and the consistency with which each approach is developed are also key factors in assessment. The style adopted could be either formal or informal. • It is important that an objective approach is used. An element of promotion is likely, but reviews which solely praise/endorse are likely to be self limiting and not address the triplet verbs or the question which asks for comment on both the merits and demerits. • The review should be developed in full. Comments should also be supported by evidence and reasons. • No allowance is made for the use of graphics in the mark scheme. Assessment is only based on the use of language. • No judgement should be made about the books, films, gigs or concerts chosen, however mundane or outrageous they may seem. A review of a literature text is acceptable. <p>Less developed responses may show little grasp of analytical reviewing, and make superficial, largely promotional and subjective comments. More developed responses may analyse the chosen book, film, gig or concert in effective detail, to some degree balancing the strengths and weaknesses, and present the reviews in an appropriate and engaging way, with a clear beginning and ending.</p> <p>NOW REFER TO PAGES 16-17 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the ‘best fit’ approach.</p>	<p>Total for Section C: 25 Marks for Writing</p>

WRITING MARK SCHEME

The 'Best Fit' Approach

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Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves limited success at a basic level	there is little awareness of the purpose of the writing	the writing uses a limited vocabulary and shows little variety of sentence structure	organisation of the material is simple with limited success in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are broadly appropriate	there is some grasp of the purpose of the writing	the writing shows some evidence of control in the choice of vocabulary and sentence structure	organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing
mark band three 8-11	the writing expresses and develops ideas in a clear, organised way	there is a generally clear sense of the purpose of the writing	the writing includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences	organisation of the material is mostly sound , with a clear text structure , controlled paragraphing to reflect opening, development and closure, together with secure use of cohesive devices
mark band four 12-15	the writing presents effective and sustained ideas	there is a secure, sustained realisation of the purpose of the writing	the writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate