

Mark Scheme (Results) November 2009

GCSE

GCSE English B (1204) Paper 5H - Unprepared Non-Fiction

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November 2009

Publications Code UG022266

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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>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 the passage in terms of how the writer tries to convey his experiences • using textual 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>	<p>Total for Section A: 25 Marks for Reading</p>

Overview

- The purpose is to provide an account of a personal experience of wilderness trekking.
- The intention is also to whet the reader's appetite for this kind of experience; despite the terror and trauma, the passage is positive in tone.
- Animal and human are presented as equals; the human accepts the need to adapt.
- The account is structured conventionally. The first paragraph provides an overview and this is followed by a paragraphed story with linear development
- The main feature of the language is the use of the first person and present tense to give a strong sense of immediacy.
- The style is graphic in description of both the bear and the scenery.
- The account mixes description and introspection and suggests an experienced and knowledgeable narrator.
- The ending is intended to be uplifting and inspirational.

his reactions to the environment

the beauty of the landscape	<i>networks of dark pools, while green mosses and wildflowers complete the alpine garden</i>
freshness - no pollution	<i>crystalline sky... Fragrant meadows</i>
the variety of landscape	<i>...meadows...meltwater spring...great slabs of carved rock</i>
relaxation, freedom, opportunities to explore	<i>I use the final hours of daylight to explore Boulder Pass.</i>
closeness to nature	<i>I can't see anything except stars and faint silhouettes of pines above me.</i>

unpredictability	<i>I'm woken suddenly in the night</i>
fear	<i>...I freeze</i>

his encounter with the bear and her cubs

surprised by the sudden appearance of the bear	<i>I hear the bear before I see it... I look up to see a silver-grey grizzly</i>
takes in the speed and aggression of the bear	<i>charging fast along the trail towards me, head lowered, eyes fixed on me,</i>
despite the shock, still able to look at it analytically	<i>a typical ursine display of agitation</i>
tries to follow taught or learnt responses	<i>I try to look away and avoid eye contact</i>
confused, but still trying to think logically	<i>the absence of the usual explanatory factors for a bear charge</i>
realises he is trapped, and prepares for the worst	<i>There are no trees to climb, I have no pepper spray... I'll have to take what's coming</i>
defiant, almost glamorises his role and situation	<i>locked into the confrontation like two gunslingers</i>
panic as he realises the actual situation	<i>My mind scrambles for the right thing to do.</i>
adapts his approach to try to deal with the situation	<i>I crouch, bow my head and try to appear submissive,</i>
fear escalates	<i>For a second I think she's going to attack</i>
doesn't see the bear as a brutal beast, but as protector of her young	<i>she turns and heads for the cubs, rounds them up, and with a final backward glance at me, shepherds them off</i>

the effects of these experiences on him

shock and rage	<i>My legs are shaking uncontrollably... shouting expletives as I go.</i>
thinks logically again - accepts the need to follow advice meticulously	<i>I begin making loud noises every 30 seconds. Normally you feel silly...I don't feel silly any more.</i>
evaluates the experience as something superlative	<i>one of my life's most memorable experiences</i>
a mixture of extreme emotions, almost cathartic	<i>Terrified and exhilarated</i>
Stimulated to want more	<i>And I still have a day of solitary walking through prime bear habitat ahead of me</i>

the use of language.

present tense throughout adds to sense of immediacy	<i>the bear stops short about 25m away, sits up on its hind legs and thrusts its nose into the air</i>
first person pronoun throughout gives a sense of personal involvement and drama	<i>I return to camp...I'm woken suddenly...I can't see anything</i>

<p>wide range of vocabulary to reflect different phases and build tension:</p> <ul style="list-style-type: none"> • idyll • sound • movement • suspense • personal trauma • survival and euphoria 	<p><i>crystalline sky...Fragrant meadows a huffing noise like a muffled bark muscles and fur rippling as it tears across a bank Watching... waiting Shaking uncontrollably...Terrified My senses are honed to a sharpness... exhilarated...</i></p>
<p>various figurative and rhetorical devices:</p> <ul style="list-style-type: none"> • onomatopoeia • metaphor - to humanise the bear • simile - to pump up the drama • clauses paired - to build tension • antithesis 	<p><i>a huffing noise like a muffled bark shepherds them off in the opposite direction. like two gunslingers, waiting for the next move. watching out of the corner of my eye, waiting for the bear to make up its mind. Sometimes wilderness trekking isn't just about admiring the view. When the wild life can kill you it adds a whole new dimension to the experience</i></p>
<p>wide range of sentence structures also reflects the different phases and moods of the passage:</p> <ul style="list-style-type: none"> • complex sentences - e.g. in second paragraph suggesting languidness • sequences of linked main clauses within a sentence e.g. to suggest the pace of action • short sentences e.g. to provide a climax • Sentence beginning with 'and' - suggest the excitement is only just beginning • sentences structured to provide links 	<p><i>Great slabs of carved rock cradle networks of dark pools, while green mosses and wildflowers complete the alpine garden. I crouch, bow my head and try to appear submissive Then I see the cubs. And I still have a day of solitary walking through prime bear habitat ahead of me Perched on a rock ledge just above the trail</i></p>
<p>superlatives convey the uniqueness of the experience</p>	<p><i>One of my life's most memorable experiences... prime bear habitat</i></p>
<p>technical language suggests authority</p>	<p><i>typical ursine display of agitation prime bear habitat</i></p>
<p>use of facts suggests a knowledgeable narrator</p>	<p><i>I have no pepper spray and in the absence of the usual explanatory factors for a bear charge</i></p>

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
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	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

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>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 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. Argument and persuasion could legitimately be linked in this context; the use of rhetoric and of words and phrasing patterned for their sound would merit reward. A text which simply 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. • 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, 	<p>Total for Section B: 25 Marks for Writing</p>

	<p>including balancing ideas for and against, but ultimately the candidate should make clear s/he supports or opposes the statement.</p> <ul style="list-style-type: none"> • Arguments for the topic (i.e. that wild animals should be kept in zoos) include: <ul style="list-style-type: none"> ○ conservation of threatened species ○ the only way that a wide range of people (particularly the poor) can see and appreciate wild animals ○ animals are likely to be looked after better in zoos ○ zoos provide excellent opportunities for scientific research ○ modern zoos are well designed, taking account of the habitat of wild animals. • Arguments against the topic could include: <ul style="list-style-type: none"> ○ animals have the right to be left in their natural habitat ○ it is cruel to pen wild creatures ○ animals need to be conserved in their natural habitat to ensure real survival ○ zoos are driven by the need to make a profit not to protect animals ○ zoos induce unnatural behaviour in wild animals. <p>Weak answers are likely to be brief and undeveloped in argument, perhaps merely assertions of opinion, and show little awareness of the context; more successful answers will develop a logical argument, making a good range of aptly 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.</p> <p>NOW REFER TO PAGES 9-10 FOR THE ASSESSMENT OBJECTIVE GRIDS.</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>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 clear expression and presentation of a persuasive argument in support of the candidate’s application are likely to be key discriminators.</p> <ul style="list-style-type: none"> • The answer needs to show a sense of an appropriate letter form and audience, though there is no single approved way of setting out a letter. The opening should be addressed to the producer (i.e. Dear Sir/Madam/Mr/Mrs/Ms X), and should have an appropriate salutation (Yours faithfully/sincerely). Heading addresses are not required. • The tone and style should reflect the context and could be relatively informal; as a letter of application, however, it will need to be clear both in its communication and its structure. • As the triplet focus is on persuasion, the merit of an answer may well be defined by the effectiveness and appropriateness with which verbal techniques of persuasion are used. • Given the television context, it would be appropriate for the candidate to present themselves as self confident and this might be reflected in choice of style. 	<p>Total for Section B: 25 Marks for Writing</p>

	<ul style="list-style-type: none"> • Typical content might include comment on a range of personal attributes and aspirations. These might include some of the following: practical skills, Duke of Edinburgh award experience (or similar), ability to adapt, resilience, physical fitness, an interest in geography/botany/zoology, extrovert character, telegenic appeal; the wish to acquire experience (perhaps in preparation for a career in the media) or learn to become more self reliant, or fulfil a wish to travel. • Candidates should use examples and evidence to support the case for their appearance in the show. <p>Weak answers are likely to show little sense of the context or recipient; their grasp of an appropriate structure will also be limited; expression will also be loose and over casual. More successful answers will show a confident awareness of context and purpose, with a clear sense of audience and form; they will develop a clear and persuasive argument in favour of their being chosen.</p> <p>NOW REFER TO PAGES 10-11 FOR THE ASSESSMENT OBJECTIVE GRIDS.</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 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 (e.g. 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 in this question are the clarity and effectiveness of the analysis and commentary.</p> <ul style="list-style-type: none"> • No context or audience is given. A variety of approaches is possible, including magazine/newspaper articles. • Effective analysis needs objectivity and this is most likely to be fulfilled by formal expression, with complex sentences and language, allowing the candidate to balance and evaluate the key aspects of the issue. A more informal style may be used when the second part of the question, which requires a personal response, is answered. • The analysis may include some of the following reasons: <ul style="list-style-type: none"> ○ escaping the mundane realities of everyday life ○ escaping the rat race ○ widening one’s experience and knowledge ○ the search for somewhere different or original for holidays ○ escaping 21st century technology and/or pollution ○ excitement and challenge ○ the wish to be alone ○ self fulfilment ○ the psychological need to find places special to oneself. • No judgements should be made about the value of the points made, provided they are reasonably relevant. • The extent of the detail in the analysis and the effectiveness of the personal comment will be important factors in judging the answer’s merit. 	<p>Total for Section C: 25 Marks for Writing</p>

	<p>Weak answers will feature assertive comment rather than analysis, with a weighting towards the second part of the question, whereas more successful answers will provide balanced and developed analysis, which will be extended clearly and logically into personal commentary, and be expressed in an engaging and structured way.</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>	
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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>The key discriminator in this question is the effectiveness with which the candidate reviews the pros and cons of belonging to a ‘tribe’.</p> <ul style="list-style-type: none"> • No specific audience or context is given. Most candidates will answer in essay form but other approaches would be viable. • The context is likely to best served by a formal approach, in terms of choice of vocabulary and sentence structures. Clear, objective expression should be rewarded, but there may be a more personal edge to the expression when personal opinion or experience is conveyed. • It is important that the candidate gives (as required by the question) both the pros and cons of belonging to a group, but these do not need to be exactly equal in balance. The extent and degree to which each is discussed will depend to some extent on the candidate’s viewpoint. • Points and ideas should be supported by reasons and/or evidence. • Points for belonging to a tribe: <ul style="list-style-type: none"> ○ a sense of security ○ you can still express your individuality within the group ○ can give a focus for social activities ○ widens your circle of friends ○ adds some fun to your life. 	<p>Total for Section C: 25 Marks for Writing</p>

	<ul style="list-style-type: none"> • Points against belonging to a tribe: <ul style="list-style-type: none"> ○ it undermines your individuality ○ it could be damaging if the group indulges in dangerous or criminal behaviour ○ other people can feel threatened by groups of teenagers ○ it limits your choices ○ it encourages a herd mentality. • The extent of the detail in the answer will also be an important factor in judging the answer's merit. Most students will conclude with their personal viewpoint; better ones will provide an overview which evaluates both sides of the issue. <p>Weaker answers will be unbalanced and superficial, with tendencies towards subjective and expressive assertion; more successful answers are likely to be thorough, and present points for and against the idea in a way which is both objective and engaging.</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>	
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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 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 (e.g. 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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