

# Mark Scheme (Results)

## Summer 2010

GCSE

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



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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><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>• evaluating the passage in terms of how the writer presents her mother's first experience of London</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>	<p><b>Total for Section A: 25 marks for Reading</b></p>

the ways in which her first shopping trip to Oxford Street showed her to be a stranger to England

<ul style="list-style-type: none"> <li>• regarded a trip on a bus as a very special occasion</li> </ul>	<i>She was dressed in her best sari, with carefully applied make-up and her best perfume.</i>
<ul style="list-style-type: none"> <li>• completely fascinated by what she saw</li> </ul>	<i>My mother was mesmerised.</i>
<ul style="list-style-type: none"> <li>• especially noticed the differences</li> </ul>	<i>England was so different from back home. She noted to my father how clean and ordered the streets were... that many English people liked walking around with dogs on chains.</i>
<ul style="list-style-type: none"> <li>• particularly intrigued by English women</li> </ul>	<i>But what fascinated my mother most during her journey were the women of England...</i>
<ul style="list-style-type: none"> <li>• filled with curiosity and questions which reveal her own cultural background</li> </ul>	<i>How did they feel... weren't they scared... were they just shameless... Did they visit their parents often or had they forgotten all about them?</i>
<ul style="list-style-type: none"> <li>• impressed by the shops</li> </ul>	<i>My mother had never seen such grand shops in her entire life...</i>
<ul style="list-style-type: none"> <li>• down to earth consideration of prices</li> </ul>	<i>'It was so cheap'...</i>

### how her husband behaved

<ul style="list-style-type: none"> <li>• he directed what they did</li> </ul>	<i>My father, Mr Hai, suggested they take the front seats...</i>
<ul style="list-style-type: none"> <li>• saw himself as a facilitator</li> </ul>	<i>...so that my mother could watch - or study - London as it went by.</i>
<ul style="list-style-type: none"> <li>• acted as a knowledgeable guide and interpreter</li> </ul>	<i>The English say, A man's best friend is his dog.</i>
<ul style="list-style-type: none"> <li>• identified with his new home</li> </ul>	<i>'Civic sense' my father proudly said...</i>
<ul style="list-style-type: none"> <li>• gave very practical help for his wife</li> </ul>	<i>my father translated terms into English that might come in handy...</i>
<ul style="list-style-type: none"> <li>• anxious that his wife experienced English culture</li> </ul>	<i>They ended their trip by having fish and chips with mushy peas at Woolworths.</i>
<ul style="list-style-type: none"> <li>• a kind man</li> </ul>	<i>My father bought my mother a small present...</i>
<ul style="list-style-type: none"> <li>• ...but never relinquished his role as tutor</li> </ul>	<i>As he handed it over, he cited the English word. 'Gloves,' he said.</i>
<ul style="list-style-type: none"> <li>• she deferred to him</li> </ul>	<i>'Gloves,' my mother obediently repeated back.</i>
<ul style="list-style-type: none"> <li>• he was also quite dictatorial</li> </ul>	<i>'Today, I want you to find your own way home,' my father explained... 'You have to learn,' ...</i>
<ul style="list-style-type: none"> <li>• but he was not a bully</li> </ul>	<i>My father allowed her one concession. He took her to the bus stop.</i>
<ul style="list-style-type: none"> <li>• he was very concerned about her</li> </ul>	<i>my father was following her in the next bus.</i>
<ul style="list-style-type: none"> <li>• she understood and accepted what he was trying to do</li> </ul>	<i>'He was preparing me for life in England.'</i>

### her thoughts and feelings before, during and after taking the bus home alone

<ul style="list-style-type: none"> <li>• afraid but knew it was bound to happen</li> </ul>	<i>A feeling of dread descended... She sensed that something 'unexpected' was about to come her way.</i>
<ul style="list-style-type: none"> <li>• a terrifying challenge for her</li> </ul>	<i>(she) had never been anywhere on her own, let alone in a strange country whose language she didn't speak... ...her bus-trip ordeal ...</i>
<ul style="list-style-type: none"> <li>• extremely frightened</li> </ul>	<i>(she) was petrified.</i>
<ul style="list-style-type: none"> <li>• obedient and self-disciplined</li> </ul>	<i>... she was on strict self-orders to behave - as a good wife should.</i>
<ul style="list-style-type: none"> <li>• not entirely submissive</li> </ul>	<i>She would have protested, but... My mother reluctantly took the keys.</i>
<ul style="list-style-type: none"> <li>• being without a scarf was also an issue</li> </ul>	<i>- and without a scarf -...</i>
<ul style="list-style-type: none"> <li>• unable to control her feelings, but more embarrassed than anything</li> </ul>	<i>But much to her shame, as the bus began to move she burst out crying. And, much to her embarrassment, she sobbed all the way home.</i>
<ul style="list-style-type: none"> <li>• gained more than lost from the</li> </ul>	<i>soon recovered... after that she started</i>

experience	<i>making her own small trips to the shops.</i>
<ul style="list-style-type: none"> <li>respected her husband's motives</li> </ul>	<i>"He knew he would die early...He was preparing me for life in England."</i>
<ul style="list-style-type: none"> <li>can look back on what happened with amusement</li> </ul>	<i>My mother smiles...</i>

the use of language.

<ul style="list-style-type: none"> <li>functional, appropriate expression gives authenticity to the report</li> </ul>	<i>They boarded the number 29 bus to Oxford Street and climbed to the top...</i>
<ul style="list-style-type: none"> <li>telling use of words, particularly adverbs, to highlight a key point</li> </ul>	<i>my father proudly said... my mother obediently repeated... reluctantly took the keys... clutching tightly to the shilling fare...</i>
<ul style="list-style-type: none"> <li>sequence of questions to convey her bewildered curiosity</li> </ul>	<i>... were they just shameless? And where were their husbands? Didn't they mind their wives walking around alone? Did they visit their parents often?</i>
<ul style="list-style-type: none"> <li>lists used to convey the unfamiliar grandeur of shops</li> </ul>	<i>the lofty ceilings, the moving staircases, the lift attendants, the revolving doors, the mannequins...</i>
<ul style="list-style-type: none"> <li>use of hyperbole to convey the extent of her feelings</li> </ul>	<i>they triggered a million questions in my mother's head. ...the equivalent of going to the moon.</i>
<ul style="list-style-type: none"> <li>the use of more heightened, elaborate language to convey strong feelings</li> </ul>	<i>mesmerised...petrified...fascinated...</i>
<ul style="list-style-type: none"> <li>mixture of heightened and everyday language for comic effect</li> </ul>	<i>bus stop ordeal...</i>
<ul style="list-style-type: none"> <li>telling use of parenthesis</li> </ul>	<i>- or study - - and without a scarf -</i>
<ul style="list-style-type: none"> <li>mixture of tenses conveys sense of past events and their significance now</li> </ul>	<i>They ended their trip by having fish and chips with mushy peas at Woolworths. 'It was so cheap,' my mother says.</i>
<ul style="list-style-type: none"> <li>dialogue used as part of the story</li> </ul>	<i>'Gloves,' he said. 'Gloves,' my mother obediently repeated back.</i>
<ul style="list-style-type: none"> <li>reportese - the daughter talking to her mother in the present</li> </ul>	<i>'Mum, why do you think Dad was so desperate to make you independent like Englishwomen?' I ask... 'He knew he would die early. He was much older than me,' she replies. 'He was preparing me for life in England.'</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 6 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	<ul style="list-style-type: none"> <li>fair understanding of the text</li> <li>some interpretative comment</li> </ul>	<ul style="list-style-type: none"> <li>some understanding of language</li> <li>an attempt to evaluate use of language</li> </ul>	<ul style="list-style-type: none"> <li>valid points</li> <li>some development</li> <li>some relevant textual support</li> </ul>
11-13	<ul style="list-style-type: none"> <li>generally sound grasp of the text</li> <li>reasonably secure interpretation</li> </ul>	<ul style="list-style-type: none"> <li>fair understanding of language</li> <li>reasonably sound evaluation of the use of language</li> </ul>	<ul style="list-style-type: none"> <li>mostly clear points</li> <li>some reasonable development</li> <li>generally appropriate examples/ references</li> </ul>
14-16	<ul style="list-style-type: none"> <li>sound grasp of the text</li> <li>secure interpretation</li> </ul>	<ul style="list-style-type: none"> <li>clear understanding of language</li> <li>sound evaluation of the use of language</li> </ul>	<ul style="list-style-type: none"> <li>a range of relevant points</li> <li>reasonable development</li> <li>appropriate examples/references</li> </ul>
17-19	<ul style="list-style-type: none"> <li>thorough understanding of the text</li> <li>thoughtful interpretation</li> </ul>	<ul style="list-style-type: none"> <li>good analysis of language</li> <li>thoughtful evaluation of the use of language</li> </ul>	<ul style="list-style-type: none"> <li>a good range of well-focused points</li> <li>sustained development</li> <li>apt use of examples/references</li> </ul>
20-22	<ul style="list-style-type: none"> <li>assured understanding of the text</li> <li>perceptive interpretation</li> </ul>	<ul style="list-style-type: none"> <li>confident analysis of language</li> <li>sensitive evaluation of the use of language</li> </ul>	<ul style="list-style-type: none"> <li>a variety of perceptive points</li> <li>coherent and fully developed ideas</li> <li>effective use of apposite examples/references</li> </ul>
23-25	<ul style="list-style-type: none"> <li>impressive command of the text</li> <li>cogent interpretation</li> </ul>	<ul style="list-style-type: none"> <li>penetrating analysis of language</li> <li>sophisticated evaluation of the use of language</li> </ul>	<ul style="list-style-type: none"> <li>a variety of astute and discriminating points</li> <li>commanding exploration of ideas</li> <li>deft use of apposite examples/ references</li> </ul>

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	<ul style="list-style-type: none"> <li>rudimentary understanding</li> </ul>	<ul style="list-style-type: none"> <li>minimal grasp of language</li> </ul>	<ul style="list-style-type: none"> <li>extremely limited content</li> </ul>
2-4	<ul style="list-style-type: none"> <li>basic understanding</li> </ul>	<ul style="list-style-type: none"> <li>little awareness of language</li> </ul>	<ul style="list-style-type: none"> <li>unclear and/or undeveloped points</li> </ul>
5-7	<ul style="list-style-type: none"> <li>some understanding</li> <li>an attempt at interpretation</li> </ul>	<ul style="list-style-type: none"> <li>limited awareness of language</li> </ul>	<ul style="list-style-type: none"> <li>some relevant points</li> <li>little development</li> </ul>



## 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>In this question, the clarity, detail and helpfulness of the advice are key discriminators.</b></p> <ul style="list-style-type: none"> <li>• A form and audience are specified. There are no established conventions for a handout, but effective presentation requires a clear structure; candidates may use a variety of methods (paragraphs, sections with heading, perhaps even bullet points etc.) to engage their audience and communicate points.</li> <li>• As the intended audience is teenagers, the adopted style should reflect this; an informal approach is most likely. Problems might arise if candidates take this too far (using text forms or street language). Examiners always need to bear in mind the clarity with which the advice is communicated.</li> <li>• The answer should provide clear guidelines to follow. The question gives pointers to content, but these are not prescriptive. It is unfeasible to give indicative content; the balance and detail of comment will depend on the candidate’s own experience and area.</li> <li>• Candidates should explain their ideas in sufficient detail. A degree of objectivity is also needed and persuasion for the advice to be effective.</li> </ul> <p><b>Weak answers</b> are likely to give brief, assertive, perhaps subjective, points of advice in a way which is neither clear nor suited to a handout.</p> <p><b>More successful answers</b> will show an effective sense of audience and form, and make a range of well chosen and effectively presented points of advice in an accessible structure.</p>	<p><b>Total for Section B: 25 Marks for Writing</b></p>

	NOW REFER TO PAGES 11-12 FOR THE ASSESSMENT OBJECTIVE GRIDS.	
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	In applying the grids, bear in mind the need for the 'best fit' approach.	
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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, particularly in terms of ideas or the expression of them.</b></li> <li>• <b>Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.</b></li> <li>• <b>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.</b></li> </ul> <p><b>The effective and logical development of argument in support of one side of the argument 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 language used is likely to be formal in terms of choice of words and sentence structures. Candidates, however, may quite legitimately try to enhance the impact of their views by adopting a more informal kind of expression. Emotive language may also be used for particular effect.</li> <li>• The argument should be developed in a logical, clear style, with ideas linked by verbal devices. Sentences are likely to be complex, but structures may be varied to maximise the impact of the writer's opinions.</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. This could be done in a variety of ways, including considering both sides of the argument, but, ultimately, the response should make clear which side of the argument the candidate favours.</li> </ul> <p><b>Arguments for the comment may include the following points:</b></p> <ul style="list-style-type: none"> <li>• privacy is a human right which we all have, including celebrities</li> <li>• the laws on privacy should be applied equally to all people, including celebrities</li> <li>• sports stars earn their money through their skill and deserve particular respect for this</li> <li>• lines should be drawn; the ways in which journalists sometimes intrude on deeply personal matters, such as grief or serious illness, are ghoulish and morally unacceptable.</li> </ul> <p><b>Arguments against the comment may include the following points:</b></p>	<p><b>Total for Section B: 25 Marks for Writing</b></p>

	<ul style="list-style-type: none"><li>• celebrities literally live by publicity and should not complain when their private lives are intruded on</li><li>• people who are in the public eye should set high standards of behaviour; in particular sports stars should realise their influence on young people and their importance as role models</li><li>• all publicity is said to be good publicity, especially for celebrities</li><li>• freedom of the press should be total.</li></ul> <p>An indication of higher achievement may be the extent to which a candidate differentiates between celebrities and sports stars in determining the level of privacy to which each is entitled.</p> <p><b>Weak answers</b> are likely to be brief and undeveloped in argument, perhaps merely assertions of opinion, and unclear in support of either statement.</p> <p><b>More successful answers</b> will develop a convincing argument in support of one side of the argument and be effectively expressed and structured.</p> <p><b>NOW REFER TO PAGES 11-12 FOR THE ASSESSMENT OBJECTIVE GRIDS.</b></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 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</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 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 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</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 (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><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>The key discriminators in this question are <b>the clarity and balance of the review.</b></p> <ul style="list-style-type: none"> <li>• A clear context is given, and answers should be written in a way which is both informative and balanced, but, as there are no accepted conventions for writing website reviews, examiners need to be particularly open-minded in this respect.</li> <li>• More successful answers will be effective in presenting the merits and demerits of the product in a consistently sustained style and structure, whether formal or informal.</li> <li>• A review needs to have a degree of objectivity and balance; an answer which only promotes the product will not fully address the triplet verb. A relevant answer will also use supporting evidence for its points.</li> <li>• The final part of the question asks the candidate to give an overall personal opinion on the product. This will necessarily be more subjective.</li> <li>• No marks can be given for the use of graphics. Assessment must be based solely on the assessment objective grids.</li> <li>• The definition of “product” is left to the candidate. Accept any reasonable interpretation of the word. They do not have to write about a mobile phone or a music system.</li> </ul> <p><b>Weak answers</b> will be unbalanced and brief, and tend to be promotional rather than objective in their comments on the product.</p> <p><b>More successful answers</b> are likely to be detailed, show a sound grasp of context, and evaluate the product in a way which is both balanced and engaging.</p> <p><b>NOW REFER TO PAGES 15-16 FOR THE ASSESSMENT OBJECTIVE GRIDS.</b></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>

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, <b>and reward these positively.</b></li> </ul> <p>The key discriminator in this question is <b>the effectiveness with which the candidate analyses the reasons for his or her choices of object.</b></p> <ul style="list-style-type: none"> <li>• No context or audience is specified. The choice of form is left to the candidate but most will opt for an essay.</li> <li>• Structure may be a discriminator. Better answers are likely to be organised into coherent paragraphs, which are verbally linked. Bullet points and lists are unlikely to provide adequate opportunities for clear and thorough analysis.</li> <li>• As the question involves very personal choices, a degree of informality in expression is possible. Examiners need to be as responsive to witty and humorous approaches as to more serious ones.</li> <li>• Though the choices are personal, successful analysis involves the ability to be detached enough to break down the reasons for the choices and to examine them closely. The capacity to do this may well be a discriminator for attainment at the top end of the ability range.</li> </ul> <p><b>Weaker responses</b> will tend to be expressive and descriptive, rather than analytical in approach; they are likely to be loosely organised (perhaps lists in note form) and unclearly expressed.</p> <p><b>More successful responses</b> will present the choices in an effectively organised and confidently expressed way, and make a close analysis of the reasons for the choices, perhaps incorporating an evaluation of the significance of the selected objects.</p> <p><b>NOW REFER TO PAGES 15-16 FOR THE ASSESSMENT OBJECTIVE GRIDS</b></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 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 (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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