

Component 1 – Mark Scheme

Section A (40 marks)

General Instructions

Where banded levels of response are given, it is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others. Examiners should select one of the band descriptors that most closely describes the quality of the work being marked.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standards is lower or higher 'adequate' but not the highest or lowest mark in the band. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the text and reward credit as directed by the banded levels of response.

Section A (40 marks)**Read lines 1-9.****A1. List five reasons why Obed Ramotswa went to South Africa? [5]**

(AO1 1a and b)

*This question tests the ability to identify explicit and implicit information and ideas.*Award **one mark** for each separate point identified by the candidate, **to a maximum of five**:

- things were bad (in Botswana);
- to (find) work;
- his father said he should go / encouraged him;
- the family's lands were not good enough to support Obed and a future wife;
- they did not have many cattle for food/money;
- they grew just enough crops/didn't make any money out of farming;
- he felt a sense of obligation / duty to his family.

No mark should be awarded for unabridged quotation of whole sentences.

Read lines 10-17.

A2. How does the writer show what Obed went through to become a miner?

You must refer to the language used in the text to support your answer. [5]

(AO2 1a and 1c)

This question tests the ability to explain, comment on and analyse how writers use language to achieve effect, using subject terminology to support their views.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who identify and begin to comment on what Obed had to do.

Give 2 marks to those who identify and give straightforward comments on what Obed had to do. These responses will simply identify language for effect and some subject terminology.

Give 3 marks to those who explain what Obed had to do and how language is used to achieve effects and influence the reader and begin to show some understanding of language, e.g. There is a list of things that Obed has to do. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 4 marks to those who make accurate comments about what Obed does and begin to analyse how language and tone are used to achieve effects, e.g. Obed was surprised by the lack of rigour in the testing highlighted in the short sentence, "That was all." Subject terminology is used accurately to support comments effectively.

Give 5 marks to those who make accurate and perceptive comments about what Obed does and analyse how language and tone are used to achieve effects, e.g. simple sentences reflect the uncomplicated recruitment process. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively, e.g. Obed and his fellow miners are passive "they took us", "they made us".

In addition to the examples given above, other details candidates may explore or comment on could be:

- the recruiters came to get them
- the recruiters checked Obed was healthy (weighed him and listened to his chest)
- they checked how fit he was ("made me run up and down a ladder")
- he is asked about his police record to check he is not a trouble maker/not asked to prove anything
- he received only two weeks' training
- he was "made even stronger"
- they tested how he dealt with heat.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Read lines 18-30.

A3. What impressions do you get of the work in the mines from these lines?

You must refer to the text to support your answer.

[10]

(AO2 1a, c and d)

This question tests the ability to explain, comment on and analyse how writers use language to achieve effect and influence readers, using subject terminology to support their views.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify and begin to comment on some aspects of what it was like to work in the mine, e.g. rocks could fall and crush them.

Give 3-4 marks to those who identify and give straightforward comments on what it was like to work in the mine, e.g. “they carried in a man with no legs” to show it was a dangerous job. These responses will simply identify some subject terminology.

Give 5-6 marks to those who explain what it was like to work in the mine and begin to show some understanding of how language is used to achieve effects and influence the reader, e.g. the men were forced to listen to the experience of a man with no legs as a warning about the danger in the mines, “made us listen to him”. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 7-8 marks to those who make accurate comments about what it was like to work in the mine and begin to analyse how language and tone are used to achieve effects and influence the reader, e.g. there is an impression of care as “they talked to us about safety” but it is impersonal and suggests possibly dubious motives. Subject terminology is used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments on a wide range of examples about what it was like to work in the mine and provide detailed analysis of how language and tone are used to achieve effects and influence the reader, e.g. in the sentence “rock could fall and crush us if we were careless” the miners are made active, implying if they were injured it would be their own fault. Subtleties of the writer’s technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively.

In addition to the examples given above, other details candidates may explore or comment on could be:

- it was harsh / horrible / grim / bleak
- it was physically demanding
- it was hot
- it was dangerous
- the miners were strictly ordered about / no kindness or respect / functional language
- it was frightening / daunting
- it was dark and dusty
- they worked long hours
- they were well-paid (relatively)
- an impression of care but it was impersonal / dubious motives.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Read lines 31-46.

A4. How does the writer make these lines tense and dramatic?

You should write about:

- **what happens to build tension and drama;**
- **the writer's use of language to create tension and drama;**
- **the effects on the reader.**

You must refer to the text to support your answer.

[10]

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effect and influence readers, using subject terminology to support their views.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify and begin to comment on some examples of tension or drama in this part of the text, e.g. a man was thrown off the edge.

Give 3-4 marks to those who identify and give straightforward comments on some examples of tension or drama, e.g. the mines were two hundred feet deep so could be dangerous. These responses will simply identify some subject terminology.

Give 5-6 marks to those who explain how a number of different examples create tension and drama, and begin to show some understanding of how language and the organisation of events are used to achieve effects and influence the reader, e.g. the short sentence, "Then he was gone." emphasises the speed at which the man is killed. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples create tension and drama, and begin to analyse how language and the organisation of events are used to achieve effects and influence the reader, e.g. the writer's language highlights the drama unfolding and the danger Obed will face, "still had to be careful", "men fell into them", "warning sign". Subject terminology is used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples create tension and drama, and provide detailed analysis of how language and the organisation of events are used to achieve effects and influence the reader, e.g. the danger Obed will encounter is foreshadowed by the "warning sign" he sees. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively.

In addition to the examples given above, other details candidates may explore or comment on could be:

- he tells us he witnesses "a terrible thing"
- he is sent alone to retrieve the tin can
- the tunnel is lit but still needs care
- they are holding a man over the edge
- the man 'screams something about a child'
- he then disappears / it is quick, stark, shocking (sentence structure)
- there is a tense moment as Obed has not yet been seen
- but then he is chased
- he knows he will be killed if he is caught
- he says it is a 'race' he could 'not lose'
- structure of events – from the mundane quickly escalating to extreme horror (the murder is gruesome).

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Read lines 47 to the end.

- A5.** “In the last twenty or so lines of this passage, the writer encourages the reader to feel sympathy for Obed.” [10]

To what extent do you agree with this view?

You should write about:

- your own impressions of Obed as he is presented here and in the passage as a whole;
- how the writer has created these impressions.

(AO4)

This question tests the ability to evaluate texts critically and support this with appropriate textual references.

0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who express a simple personal opinion with linked basic textual reference, e.g. I am glad Obed left because he could be killed.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show limited interaction with the text e.g. I felt sorry for Obed as the writer shows that he doesn't have a good life in South Africa and that he did not have good relationships with the white men “the first time a white man had done that.”

Give 5-6 marks to those who give an evaluation of the text and its effects, supported by appropriate textual references. These responses will show some critical awareness of the text, e.g. even though life in South Africa for a miner is shown by the writer to be difficult I feel sympathy for Obed as he feels forced to leave “I knew I could not stay in the mines” or he would be in danger.

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and clear engagement with the text, e.g. the writer presents it as necessary for Obed to leave South Africa as the danger for him is still present as he has to leave the mines “secretly”. Whilst there is undoubted sympathy the reader also feels relief as he is safe and pleased to be back home.

Give 9-10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make accurate and perceptive comments on the text, e.g. the writer conveys a sense of unfairness in the lack of justice in South Africa, that whilst the Zulus literally ‘get away with murder’, Obed is the one who pays the price by having to leave his relatively well-paid job “secretly”. However, our sympathy is not fully engaged as the writer reveals that Obed feels he “had left a prison”, and we know that he is now free.

Areas for possible evaluation:

- pity for Obed as he is forced to leave South Africa but pleased he is returning home
- the contrast between the challenges and brutality of his training and the contrast with life in Botswana
- the harshness of his life ... yet he still makes a success of his life
- comparison of life in Botswana with South Africa
- outrage at the conditions in South Africa
- sense of injustice

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

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Section B (40 marks)

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The band descriptor that most closely describes the quality of the work should be selected:

- where the candidate's work convincingly meets the statement, the highest mark should be awarded;
- where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded;
- where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark (s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition; individual interpretations should be judged on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

The total mark for Section B (/40) will be given by awarding two marks:

- communication and organisation (24 marks);
- vocabulary, sentence structure, spelling, punctuation (16 marks)

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

AO5 (60% of the marks available):

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6 (40% of the marks available):

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole.

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	AO5 Communication and organisation <i>24 marks</i>	AO6 Vocabulary, sentence structure, spelling and punctuation <i>16 marks</i>
Band 5	<p>20-24 marks</p> <ul style="list-style-type: none"> the writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination) the writing is clearly and imaginatively organised (narrative is sophisticated and fully engages the reader's interest) structure and grammatical features are used ambitiously to give the writing cohesion and coherence communication is ambitious and consistently conveys precise meaning 	<p>14-16 marks</p> <ul style="list-style-type: none"> there is appropriate and effective variation of sentence structures virtually all sentence construction is controlled and accurate a range of punctuation is used confidently and accurately virtually all spelling, including that of complex irregular words, is correct control of tense and agreement is totally secure a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Band 4	<p>15-19 marks</p> <ul style="list-style-type: none"> the writing is clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination) the writing is clearly organised (narrative is purposefully shaped and developed) structure and grammatical features are used accurately to support cohesion and coherence communication shows some ambition and conveys precise meaning 	<p>11-13 marks</p> <ul style="list-style-type: none"> sentence structure is varied to achieve particular effects control of sentence construction is secure a range of punctuation is used accurately spelling, including that of irregular words, is secure control of tense and agreement is secure vocabulary is ambitious and used with precision
Band 3	<p>10-14 marks</p> <ul style="list-style-type: none"> the writing is mostly controlled and coherent (plot and characterisation show some detail and development) the writing is organised (narrative has shape and direction) structure and grammatical features are used with some accuracy to convey meaning communication is clear but limited in ambition 	<p>7-10 marks</p> <ul style="list-style-type: none"> there is variety in sentence structure control of sentence construction is mostly secure a range of punctuation is used, mostly accurately most spelling, including that of irregular words, is correct control of tense and agreement is mostly secure vocabulary is beginning to develop and is used with some precision
Band 2	<p>5-9 marks</p> <ul style="list-style-type: none"> there is some control and coherence (some control of plot and characterisation) there is some organisation (narrative is beginning to have some shape and development) structure and grammatical features are used to convey meaning communication is limited but clear 	<p>4-6 marks</p> <ul style="list-style-type: none"> some variety of sentence structure there is some control of sentence construction some control of a range of punctuation the spelling is usually accurate control of tense and agreement is generally secure there is some range of vocabulary
Band 1	<p>1-4 marks</p> <ul style="list-style-type: none"> there is basic control and coherence (a basic sense of plot and characterisation) there is basic organisation (paragraphs may be used to show obvious divisions) there is some use of structure and grammatical features to convey meaning communication is limited but some meaning is conveyed 	<p>1-3 marks</p> <ul style="list-style-type: none"> limited range of sentence structure control of sentence construction is limited there is some attempt to use punctuation some spelling is accurate control of tense and agreement is limited limited range of vocabulary
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit