



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

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GCE

English Language B

Unit ENB5

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Unit 5: Editorial Writing

General principles

Paper ENB5 essentially asks candidates to complete a task; it is not a question paper in the conventional sense of that term. Examiners are effectively put in the role of editor, radio producer, publisher, information officer, publicity agent, or whatever, and should judge the candidates' scripts according to the understanding they display of the task, its purpose and its audience. The strength and clarity of a candidate's overall conception of what he or she is trying to do will be of paramount importance, and it is recognised (and welcomed) that a variety of general strategies and specific details of approach will be demonstrated. The setters of Paper ENB5 have made every effort to avoid suggesting particular interpretations or preferred formats for the source material, and examiners should remain as open minded as possible to candidates' choices of interpretation and representation. **Remember always the purpose of the task and the specified audience and when in doubt ask yourself "How effective would the script be for its intended user?"**

In the light of these considerations it is not appropriate to apportion percentages of marks to individual aspects of the task. Please mark positively, rewarding strengths and achievements. Inevitably weaknesses and misjudgements will also be discerned, and these will modify the mark finally given. Uncompleted scripts are rare. Such scripts will not necessarily fail but should be marked extra carefully.

Candidates should not introduce any information content from outside the source material. If they do so, it should be disregarded and it may incur a penalty in your final judgement of the mark that should be awarded.

In addition, candidates are required to write a commentary (150 – 200 words) about their new text in which they explain some of the significant decisions and choices made. Such commentaries are likely to focus on the candidate's selection of material from the Source File, the order and structure of this material in their new text, the voice used to address the audience and the presentational methods adopted. Candidates do not, of course, have to include all, or any, of these in their commentaries and examiners should reward those who respond to the task in an unexpected yet appropriate way.

Assessment Objectives

This module requires candidates to:

- AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression (5% A2).
- AO2 Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made (7½% A2).
- AO4 Understand, discuss and explore concepts and issues relating to language in use (2½% A2).

Main Criteria

The main criteria for assessing achievement on Paper ENB5 may be summarised under the following headings.

Text (AO1; AO2)

Has the candidate constructed a new text?

Is the new text cohesive?

- e.g.
- are any excerpts used adequately (and syntactically) linked?
 - have excerpts been contextualised where necessary?
 - is there a title, an introduction, a conclusion, if appropriate to the genre?
 - have editorial features, such as sub-headings, notes, instructions, been successfully used, where necessary?
 - has the reader been guided through the text in a clear and appropriate manner?
 - what is the proportion of the source material to the candidate's own writing?
 - how well has the candidate blended the selected source material with his/her own writing?

Tenor (AO1; AO2)

Is the text coherently written?

Has it something to say?

Is it going somewhere?

- e.g.
- has the candidate's selection of material been guided by a clear idea?
 - does the candidate use argument, narrative, exposition etc, where appropriate?
 - has the candidate kept the task clearly in mind throughout the script?
 - is the sequencing, overall structure of information and argument, movement of ideas through the text clear?
 - has the candidate understood the purpose of the assignment?

Tone (AO1; AO2)

Who is the text speaking to?

And how?

- e.g.
- does the candidate show control over his/her use of language?
 - has the source material been glossed, simplified, paraphrased, where necessary?
 - what communication strategies have been employed by the writer?
 - does the text show awareness of the specified audience?
 - does the text use an appropriate voice(s) when addressing the reader/listener?

Genre (AO1; AO2)

Has the appropriate genre been used?

- e.g.
- has the candidate used conventions appropriate to the required genre?
 - does the candidate show control over the form in which the text is presented?
 - has the candidate used an appropriate register and discourse?

You should also take the following criteria into consideration when assessing a script.

Range of source material (AO1; AO2)

How much of the original source material has the candidate used in the construction of the new text?

- e.g. is it excessively narrow (less than 25%)?
is it somewhat restricted (less than 50%)?
is it adequately representative (50 - 65%)?
is it comprehensive (over 65%)?

Length (AO2)

Has the candidate produced a text of the length specified?

- e.g. what overall effect does any shortfall or excess of words have on the text's success? There is no pro rata tariff of mark deduction for infringements of the length requirements. You should judge a script on its likely overall effectiveness.

Commentary (AO4)

Does the candidate demonstrate an informed awareness of the processes involved in the production of the new text?

- e.g. the selection of appropriate material from the source file;
the structure and organisation of the new text;
the voice(s) chosen in which to address the specified audience;
the presentational methods used.

Numerical marking

The new text should be marked out of 60.

51 – 60 *The best scripts.*

- a totally successful and effective new **text** with a comprehensive range of new or re-writing;
- crystal clear and coherent **tenor** throughout;
- entirely appropriate **tone**;
- control of form and **genre** confidently sustained throughout;
- comprehensive range of well-selected **source material** used.

41 - 50 *Very good scripts that just miss the highest band because of a flaw or mischance.
Many more strengths than weaknesses.*

- a successful and effective new **text** with a range of new or re-writing;
- clear and coherent **tenor** throughout;
- **tone** mostly very appropriate;
- control of form and **genre** mainly achieved;
- appropriate range of well-selected **source material**.

31 – 40 *Scripts which show an even balance of strengths and weaknesses.*

- generally effective **text** which in the main is new or re-written;
- generally clear and coherent **tenor**;
- appropriate **tone**, in the main, with occasional lapses;
- control of form and **genre** generally clear, but slightly flawed;
- adequately representative range of **source material** used.

21 – 30 *Scripts where weaknesses start to outweigh strengths*

- partly effective, with some new or re-written **text**;
- **tenor** has some clarity and coherence, but flawed in parts;
- sometimes appropriate **tone**, but may be dull and pedestrian;
- control of form and **genre** clear in part;
- somewhat restricted and possibly unbalanced range of **source material** used.

11 – 20 *Scripts that address the task, but have some serious flaws.*

- sometimes effective **text** with a limited range of new or re-writing/shadows original texts closely;
- discernible **tenor** with some coherence;
- dull and often inappropriate **tone**;
- some understanding of the conventions of **genre** and form;
- a restricted and possible unbalanced range of **source material** used.

1 – 10

Scripts that have seriously misinterpreted the task or misjudged the audience. Scripts that are little more than rudimentary (1 – 3)

- weak and ineffective **text** with very little new or re-writing/ likely to depend on cutting and pasting or copying large amounts of the source material;
- **tenor** very difficult to discern/ lacking coherence;
- mainly inappropriate **tone**;
- weak, if any, understanding of conventions of **genre** and form / tendency to essay form;
- a very narrow and unbalanced range of **source material** used.

0 marks

Nothing written.

Commentary

- 9 – 10** perceptive, full and informed exploration of the significant choices and decisions made in the construction of the new text;
sophisticated analysis;
clear supporting evidence.
- 7 – 8** clear and informed discussion of the significant choices and decisions made in the construction of the new text;
focused analysis;
clear supporting evidence.
- 5 – 6** sound and sensible focus on some of the significant choices and decisions made in the construction of the new text;
more analysis than description;
includes relevant supporting evidence.
- 3 – 4** offers a few useful comments on some of the significant choices and decisions made in the construction of the new text;
may repeat information given in question;
may focus on layout and presentation;
more description than analysis;
some supporting evidence.
- 1 – 2** makes elementary and self-evident observations about the new text;
repeats information given in question;
focus on layout and presentation;
descriptive, not analytical;
little or no supporting evidence.
- 0** nothing relevant written.

Alternative Medicine

Question 1

Key words: **tabloid history theory** **practical applications**
 wider issues

General Criteria

1. The new text should observe and use appropriate conventions of a tabloid newspaper feature, bearing in mind possible variations in presentational features and voice.
2. The article will cover the history, theory and practical applications of alternative medicine, dealing with different views, though the balance is a matter of judgement.
3. The new text should engage as well as inform and guide.
4. The best texts will be well signposted with varied and integrated communication strategies.
5. The source material should be selected and adapted in such a way as to be accessible to the general newspaper readership.
6. The voice is likely to be lively, but should remain authoritative and not detract too much from the serious nature of the content.
7. It is expected that the article will take a positive view, and it is unlikely that the sources can sustain a negative approach.

51- 60

- fully aware of and exploits successfully conventions of a tabloid newspaper feature;
- suitable illustrations and extracts convincingly and coherently integrated into the new text with fully informative and clear use of captioning etc;
- creates a structure that is entirely effective and is clearly signposted;
- exemplary selection and adaptation of material with all aspects of the task covered;
- creates a new voice that is always appropriate;
- shows sophisticated writing skills which are sustained to an appropriate length.

41 –50

- makes effective use of conventions of a tabloid newspaper feature;
- suitable illustrations and extracts integrated into the new text in ways which firmly support the written text with effective captioning etc;
- creates a mainly effective structure that is mainly clearly signposted;
- good selection and adaptation of material with all aspects of the task covered;
- creates a new voice that is almost always appropriate;
- writes fluently, effectively and accurately, and at appropriate length.

31 – 40

- makes reasonably effective use of conventions of a tabloid newspaper feature;
- illustrations and extracts are usually suitable, and are integrated into the new text reasonably effectively with captioning etc;
- creates a structure sufficiently well ordered and signposted to guide the reader;
- reasonable selection and adaptation of material with all aspects of the task covered though perhaps with some slight misjudgement of emphasis;
- creates a mainly new and appropriate voice, but with some inappropriate dependence on sources apparent;
- writes fluently, and at appropriate length; some lapses in accuracy/ expression do not detract too greatly.

21 - 30

- attempts to use conventions of a tabloid newspaper feature;
- some suitable illustrations and extracts included, usually captioned etc., though they may not be always convincingly integrated;
- some success in creating structure and order with some signposts but with lapses in organisation;
- approaching restricted selection and adaptation of material with possibly uneven coverage of the task;
- creates a sometimes appropriate voice, but with inappropriate dependence on sources intruding;
- partly effective writing skills with flaws in fluency, lapses in accuracy/ expression beginning to intrude, and perhaps slight problems with length.

11 - 20

- a poor attempt to use conventions of a tabloid newspaper feature;
- some illustrations and extracts included, but they are unlikely to be convincingly integrated into the text;
- limited achievement in creating order and direction; text lacks coherence and signposting;
- noticeable restricted selection and adaptation of material with some uneven coverage of the task;
- limited success in creating an appropriate voice with sources dominating;
- unsophisticated writing skills with lapses in expression, errors intruding, and problems with length.

1 - 10

- weak or no attempt to use conventions of a tabloid newspaper feature;
- illustrations and extracts, if used, are used unskilfully with little or no attempt at integration;
- little or no sense of structure or direction; few, if any, signposts;
- extremely restricted selection and adaptation of material with uneven coverage of the task;
- little or no success in creating an appropriate voice, being almost totally reliant on sources through close shadow, copying, cut and paste;
- weak writing skills which fall below acceptable standards of accuracy/ expression, and problems with length.

0

- nothing written.

Question 2

Key words: **leaflet** **inform** **guide** **reassure**
 prospective patients **wider issues** **practical information**

General Criteria

1. The new text should observe and use the appropriate conventions of a leaflet.
2. Equal weight should be given to each branch of alternative medicine in the source material; an imbalance of focus will be regarded as a weakness.
3. The best texts will prune and edit the source material into more manageable sections which, while able to exist as discrete entities, will achieve an overall coherence.
4. The source material should be adapted in such a way that it is accessible to the interested public without being patronising
5. The text should interest and engage, but not at the expense of informing and assuring.
6. The voice will be convincingly authoritative, and at the same time assure readers who have worries or doubts.

51 – 60

- fully aware of and exploits successfully conventions of the genre;
- suitable illustrations and extracts convincingly and coherently integrated into the new text with fully informative and clear use of captioning etc.;
- creates a structure that is entirely effective and clearly signposted;
- exemplary selection and adaptation of material with all aspects of the task evenly covered, and full awareness of the complexities of the issues;
- creates a new voice that is always appropriate;
- shows sophisticated writing skills which are sustained to an appropriate length.

41 – 50

- makes effective use of the conventions of the genre;
- suitable illustrations and extracts integrated into the new text in ways which firmly support the written text, with effective captioning etc.;
- creates a mainly effective structure that is mainly clearly signposted;
- good selection and adaptation of material with all aspects of the task evenly covered, and awareness of the complexities of the issues;
- creates a new voice that is almost always appropriate;
- writes fluently, effectively and accurately, and at appropriate length.

31 – 40

- makes reasonably effective use of the conventions of the genre;
- illustrations and extracts are usually suitable, and are integrated into the new text reasonably effectively with captioning etc.;
- creates a structure sufficiently well ordered and signposted to guide the reader.
- reasonable selection and adaptation of material with all aspects of the task covered, though perhaps with some slight misjudgement of emphasis; reasonable awareness of the complexities of the issues;
- creates a mainly new and appropriate voice, but with some inappropriate dependence on sources apparent;
- writes fluently, and at appropriate length; some lapses in accuracy/ expression do not detract too greatly.

21 – 30

- attempts to use conventions of the genre;
- some suitable illustrations and extracts included, usually captioned etc., though they may not always be convincingly integrated;
- some success in creating structure and order with some signposts, but with lapses in organisation;
- approaching restricted selection and adaptation of material with possibly uneven coverage of the task; some awareness of the complexities of the issues;
- creates a sometimes appropriate voice, but with inappropriate dependence on sources intruding;
- partly effective writing skills with flaws in fluency, lapses in accuracy/ expression beginning to intrude, and perhaps slight problems with length.

11 – 20

- a poor attempt to use conventions of the genre;
- some illustrations and extracts included, but they are unlikely to be convincingly integrated into the text;
- limited achievement in creating order and direction; text lacks coherence and signposting;
- noticeably restricted selection and adaptation of material with uneven coverage of the task; limited awareness of the complexities of the issues;
- limited success in creating a suitable voice with sources dominating;
- unsophisticated writing skills with lapses in expression, errors intruding, and problems with length.

1 – 10

- weak or no attempt to use conventions of the genre;
- illustrations and extracts, if used, are used unskilfully with little or no attempt at integration;
- little or no sense of structure or direction; few, if any signposts;
- extremely restricted selection and adaptation of material with uneven coverage of the task; little or no awareness of the complexities of the issues;
- little or no success in creating a suitable voice, being almost totally reliant on sources through close shadow, copying, cut and paste;
- weak writing skills which fall below acceptable standards of accuracy/ expression, and problems with length.

0

- nothing written.

Mountain Biking

Question 1

Key words: **Radio 5** **adult audience script** **lively**
 Informative

General criteria

1. The new text should observe and use appropriate conventions for a radio script. It should give clear signals that it is a text to be listened to.
2. The selection and presentation of information should take into account the adult audience who, whilst wishing to learn about what the sport offers, are unlikely for the most part to share the presenter's specialist knowledge. For instance, the voice should inform in an authoritative yet engaging manner.
3. The best scripts are likely to strike a balance between these two aspects of competitive commitment and non-competitive enthusiasm.

51 - 60

- fully aware of and exploits successfully conventions of a radio script;
- successfully engages the attention of the listener, with a consistently lively manner;
- exemplary selection of material with all aspects of the task covered;
- creates a structure and a shape for the programme that is entirely effective and appropriate for the aural medium;
- shows sophisticated writing skills.

41 - 50

- makes effective use of the conventions of a radio script;
- effectively engages the attention of the listener, with a lively manner;
- good selection of material with all aspects of the task covered;
- creates a structure and a shape for the programme that is effective and appropriate for the aural medium;
- shows fluent and effective writing skills.

31 - 40

- reasonably effective use of the conventions of a radio script;
- usually engages the attention of the listener, with a generally lively manner;
- reasonable selection of material with all aspects of the task covered, though perhaps unevenly;
- creates a structure and a shape for the programme that is mainly effective and appropriate for the aural medium;
- shows fluent and usually effective writing skills.

21 - 30

- attempts to use the conventions of a radio script;
- has some success in engaging the attention of the listener, with a sometimes lively manner;
- uneven selection of material and coverage of the task;
- creates a structure and a shape for the programme that is partly effective and appropriate for the aural medium;
- shows partly effective writing skills.

11 - 20

- some attempt to use the conventions of a radio script;
- has limited success in engaging the attention of the listener and in creating a lively tone; may be dull, pedestrian;
- uneven selection of material; unbalanced or limited coverage of the task;
- limited success in creating a structure for the programme; often lacks coherence and signposting;
- shows unsophisticated writing skills.

1 - 10

- weak or no attempt to use conventions of a radio script;
- little or no success in engaging the attention of the listener; mainly dull, pedestrian tone; may read like an essay or textbook; little new writing; close shadow or excessive use of cut-and-paste;
- poor selection of material; some aspects of the task may be ignored;
- little or no sense of structure for the programme; lacks coherence and few, if any, signposts;
- shows weak writing skills.

0

- nothing written.

Question 2

Key words: **website illustrated** **family audience** **attractions**
 healthy lifestyle **layout**

General criteria

1. The new text should observe and use appropriate conventions for web pages. These should be informed by an understanding of the genre and an appreciation of the readers' requirements. They should not be merely decorative.
2. The links between the web pages should be clearly signalled and should enable readers to navigate the pages easily.
3. The reader should be persuaded subtly with a balance of objectivity and enthusiasm. Persuasive presentation of the attractions of the sport should be complemented with a clear indication of their contribution to family health.
4. The best texts will be cohesive with concise, clearly signposted information and page breaks coinciding with shifts of topic.

51 - 60

- fully aware of and exploits successfully conventions of web pages;
- successfully captures the attention of the readers and is consistently persuasive;
- exemplary selection of material with all aspects of the task covered;
- creates a structure for the pages that is entirely effective and fully signposted;
- shows sophisticated writing skills.

41 - 50

- makes effective use of the conventions of web pages;
- captures the attention of the readers and is persuasive;
- good selection of material with all aspects of the task covered;
- creates an effective structure for the pages that is clearly signposted;
- shows fluent and effective writing skills.

31 - 40

- reasonably effective use of the conventions of web pages;
- usually captures the attention of the readers and is generally persuasive;
- reasonable selection of material with all aspects of the task covered, though perhaps unevenly;
- creates a structure and a shape that is mainly signposted;
- shows fluent and usually effective writing skills.

21 - 30

- attempts to use the conventions of web pages;
- has some success in capturing the readers' attention and in creating a persuasive voice;
- uneven selection of material and coverage of the task;
- some success in creating a structure and a shape that is usually signposted;
- shows partly effective writing skills.

11 - 20

- some attempt to use the conventions of web pages;
- has limited success in capturing the readers' attention and in creating a persuasive voice; may be dull or over enthusiastic;
- uneven selection of material ; unbalanced or limited coverage of the task;
- limited success in creating order and direction; pages lacking coherence and signposting;
- shows unsophisticated writing skills.

1 - 10

- weak or no attempt to use conventions of web pages;
- little or no success in capturing the readers' attention and in creating a persuasive voice; may read like an essay or textbook; little new writing; close shadow or excessive use of cut-and-paste;
- poor selection of material; some aspects of the task may be ignored;
- little or no sense of structure or direction; few, if any, signposts;
- shows weak writing skills.

0

- nothing written.