

GCE 2004

June Series



Mark Scheme

English Language B

Unit ENB5

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Unit ENB5: 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, 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.

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.

GLASTONBURY

QUESTION 1

Key words: illustrated booklet major developments particular identity

1. The text should be constructed in ways which make it appropriate for an illustrated booklet.
2. The text should cover a range of source material which allows for a range of readers of different ages.
3. The text should adequately cover those areas in the source material which give Glastonbury its particular identity.
4. The text should achieve coherence, and be clearly signposted.
5. The range of sources should be fully exploited, and adapted in ways which will inform, but at the same time engage a reader, enhancing the music by conveying the context in which it was heard.
6. The voice, while enthusiastic, should retain a level of formality.

51-60

- fully aware of and exploits successfully conventions of the genre, with suitable illustrations and extracts fully integrated in ways which successfully attract the readers, and fully complement the written text;
- creates a structure that is entirely effective and is clearly signposted;
- exemplary selection and adaptation of material with all aspects of the task covered;
- successfully engages the attention of readers addressing them in a new and always appropriate voice based in comprehensive rewriting;
- shows sophisticated writing skills which are sustained to an appropriate length.

41-50

- makes effective use of conventions of the genre, with suitable illustrations and extracts integrated in ways which attract the readers and complement the written text to good effect;
- creates an effective clearly signposted structure;
- good selection and adaptation of material with all aspects of the task covered;
- engages the attention of readers addressing them in a new and appropriate voice based in a range of rewriting;
- writes fluently, effectively and accurately, and at appropriate length.

31-40

- makes reasonably effective use of conventions of the genre, with illustrations and extracts usually being suitable, and usually integrated into the new text in ways which attract the readers, and complement the written text;
- 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;
- usually engages the attention of readers addressing them in a generally appropriate voice based mainly in new writing, 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, with some illustrations and extracts included, but they may not always be suitable or integrated, and may not always attract the readers, and complement the written text;
- 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;
- at some points engages the attention of readers addressing them in a sometimes appropriate voice based in some rewriting, 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

- some attempts to use conventions of the genre, with a few illustrations and extracts included, but they are mainly unsuitable or, poorly integrated and will not generally attract the readers, and complement the written text;
- limited achievement in creating order and direction; text lacks coherence and signposting;
- noticeably restricted selection and adaptation of material with some uneven coverage of the task;
- limited success in engaging the attention of readers, addressing them in a seldom appropriate voice based in limited new writing with sources dominating;
- unsophisticated writing skills with lapses in expression, errors intruding, and some problems with length.

1-10

- weak or no attempt to use conventions of the genre, with illustrations and extracts, if included, likely to be used unskilfully in ways which do not attract the readers and complement the written text;
- little or no sense of structure or direction; few, if any, signposts;
- extremely restricted selection and adaptation of material with coverage of the task that is uneven and inadequate;
- little or no success in engaging the attention of readers addressing them in a rarely 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.

GLASTONBURY

QUESTION 2

Key words: Radio 1 introducing coverage script history and development

General Criteria

1. The new text must be clearly conceived as a radio script, and must demonstrate that the writer is aware of the appropriate conventions.
2. The structure of the script should be such as would engage listeners; a chronological account is less likely to succeed than one which restructures the sources in more sophisticated ways.
3. The script should inform as well as engage.
4. The range of source material should be fully exploited and reorganised in ways which interest a listener, but at the same time provide a full account of the festival and its development.
5. The script should adopt a lively voice, and be consistent in the way the listener is addressed.

51-60

- fully aware of and exploits successfully conventions of the genre;
- creates a structure that is entirely effective;
- exemplary selection and adaptation of material with all aspects of the task successfully covered;
- successfully engages the attention of listeners addressing them in a new and always appropriate voice based in comprehensive rewriting;
- shows sophisticated writing skills which are sustained to an appropriate length.

41-50

- makes effective use of the conventions of the genre;
- creates an effective structure;
- good selection and adaptation of material with all aspects of the task well covered;
- engages the attention of listeners addressing them in a new and appropriate voice based in a range of rewriting;
- writes fluently, effectively and accurately, and at appropriate length.

31-40

- makes reasonably effective use of the conventions of the genre;
- creates an adequate structure;
- reasonable selection and adaptation of material with all aspects of the task covered, though perhaps with some slight misjudgement of emphasis;
- usually engages the attention of listeners addressing them in a generally appropriate voice based mainly in new writing, but with some inappropriate dependence on sources apparent;
- writes fluently, and at an appropriate length; some lapses in accuracy/expression do not detract too greatly.

21-30

- attempts to use conventions of the genre;
- some success in creating structure and order but with lapses in organisation;
- approaching restricted selection and adaptation of material with possibly uneven coverage of the task;
- at some points engages the attention of listeners addressing them in a sometimes appropriate voice based in some rewriting, 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

- some attempt to use conventions of the genre;
- limited achievement in creating structure; text lacks coherence;
- noticeably restricted selection and adaptation of material with some uneven coverage of the task;
- limited success in engaging the attention of listeners addressing them in a seldom appropriate voice based in limited new writing 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;
- little or no sense of structure;
- extremely restricted selection and adaptation of material with coverage of the task, that is uneven and inadequate;
- little or no success in engaging the attention of the listeners addressing them in a rarely 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.

SPELLING

QUESTION 3:

Key words: two wall posters appealing and informative classrooms
Key Stage 3 students spelling

General criteria

1. The new text should observe and use the distinctive conventions of a wall-poster.
2. The voice/language adopted should be suitable for Years 7-9.
3. It is important that there is both an overall structure and coherence to the posters and to the individual texts.
4. Signposting will be an important factor in the success of a script.
5. Balance between information and entertainment should be present to create an attractively informative text.
6. Illustrative material should enhance the text's content rather than remaining purely decorative.

51-60

- fully aware of and exploits successfully conventions of wall poster;
- successfully engages the attention of Years 7-9 and addresses them in a sustained and appropriate voice; comprehensive range of new writing;
- exemplary selection of material with all aspects of the task covered;
- information about the topic presented very imaginatively;
- creates an overall structure for the posters that is entirely effective and which is clearly signposted;
- suitable illustrations and extracts fully and coherently integrated into the new text, with informative and clear use of captioning etc;
- shows sophisticated writing skills which are sustained to an appropriate length.

41-50

- makes effective use of the conventions of wall poster;
- engages the attention of Years 7-9 and addresses them in an appropriate voice; a range of new writing;
- good selection of material with all aspects of the task covered;
- information about the topic presented imaginatively;
- creates an effective structure for the posters which is usually clearly signposted;
- suitable illustrations and extracts incorporated into the new text in an orderly way and to advantage, with effective captioning etc;
- writes fluently and at appropriate length; sustained writing skills.

31-40

- reasonably effective use of the conventions of wall poster;
- usually engages the attention of Years 7-9 and addresses them in a generally appropriate voice; mainly new writing;
- reasonable selection of material with all aspects of the task covered, though perhaps unevenly;
- information about the topic presented quite imaginatively, though not fully sustained;
- creates a structure and a shape which is sufficiently well signposted to guide the reader;
- illustrations and extracts chosen are usually suitable and are incorporated into the text reasonably effectively, with captioning etc;
- writes fluently and accurately and at appropriate length.

21-30

- attempts to use the conventions of wall posters;
- addresses Years 7-9 in an appropriate voice at some points in the text and has some success in engaging their attention; some new writing;
- an uneven selection of material and coverage of the task;
- some success in presenting topic imaginatively; entertainment may predominate over information;
- some success in creating structure and order within the text and has some signposts to guide the reader;
- some suitable illustrations and extracts included, usually captioned etc;
- partly effective writing skills; some flaws in fluency.

11-20

- some attempts to use the conventions of wall posters;
- limited success in using appropriate voice for Years 7-9; limited range of new writing;
- uneven selection of material; unbalanced or limited coverage of the task;
- unimaginative treatment of material; little information provided, though attempts to be entertaining;
- limited achievement in creating order and direction; text lacking coherence and signposting;
- some suitable illustrations and extracts included, but with limited success;
- unsophisticated writing skills.

1-10

- weak or no attempt to use conventions of wall posters;
- little or no success in using appropriate voice; ignores the needs of Years 7-9; may read like essay or text book; little new writing; close shadow or excessive use of cut-and-paste;
- poor selection of material; some aspects of the task may be ignored;
- may be little information; entertainment may predominate;
- little or no sense of structure or direction; few, if any, signposts;
- illustration and extracts (if included) are used unskilfully;
- weak writing skills.

0

- nothing written

SPELLING

QUESTION 4

Key words: magazine article parents lively reassuring advice

General criteria

1. The new text should observe and use the appropriate conventions of a magazine article.
2. The source material should be selected and adopted in such a way as to be accessible to parents.
3. The readers should be both informed and advised; there should be a balance between the two purposes.
4. The voice chosen is crucial to the article's success. Both the dully pedantic and the patronising should be avoided.
5. The best texts are likely to be well signposted, with lively sections and a variety of communication strategies employed.

51-60

- fully aware of and exploits successfully conventions of magazine article;
- successfully engages the attention of parents and addresses them in a sustained and appropriate voice; comprehensive range of new writing;
- exemplary selection of material with all aspects of the task covered;
- exemplary balance between information and advice;
- creates an overall structure for the article that is entirely effective and which is clearly signposted;
- suitable illustrations and extracts fully and coherently integrated into the new text, with informative and clear use of captioning etc;
- shows sophisticated writing skills which are sustained to an appropriate length.

41-50

- makes effective use of the conventions of magazine article;
- engages the attention of parents and addresses them in an appropriate voice; a range of new writing;
- good selection of material with all aspects of the task covered;
- article shows a good balance between information and advice;
- creates an effective structure for the article which is usually clearly signposted;
- suitable illustrations and extracts incorporated into the new text in an orderly way and to advantage, with effective captioning etc;
- writes fluently and at appropriate length; sustained writing skills.

31-40

- reasonably effective use of the conventions of magazine article;
- usually engages the attention of parents and addresses them in a generally appropriate voice; mainly new writing;
- reasonable selection of material with all aspects of the task covered, though perhaps unevenly;
- generally well balanced between information and advice; may be some unevenness;
- creates a structure and a shape which is sufficiently well signposted to guide the reader;
- illustrations and extracts chosen are usually suitable and are incorporated into the text reasonably effectively, with captioning etc;
- writes fluently and accurately and at appropriate length.

21-30

- attempts to use the conventions of magazine articles;
- addresses parents in an appropriate voice at some points in the text and has some success in engaging their attention; some new writing;
- an uneven selection of material and coverage of the task;
- some success in balancing advice and information, though one may predominate;
- some success in creating structure and order within the text and has some signposts to guide the reader;
- some suitable illustrations and extracts included, usually captioned etc;
- partly effective writing skills; some flaws in fluency.

11-20

- some attempts to use the conventions of magazine articles;
- limited success in using appropriate voice for parents; limited range of new writing;
- uneven selection of material; unbalanced or limited coverage of the task;
- lack of balance between information and advice;
- limited achievement in creating order and direction; text lacking coherence and signposting;
- some suitable illustrations and extracts included, but with limited success;
- unsophisticated writing skills.

1-10

- weak or no attempt to use conventions of magazine articles;
- little or no success in using appropriate voice; ignores the needs of parents; may read like an essay or text book; 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 attempt at balance of information and advice;
- little or no sense of structure or direction; few, if any, signposts;
- illustrations and extracts (if included) are used unskilfully;
- weak writing skills.

0

- nothing written.