

GCSE

Edexcel GCSE

English (1203)

3F

Summer 2005

advancing learning, changing lives

Mark Scheme (Results)



SECTION A: UNSEEN MEDIA

You must answer the question in this section.  
You should spend about 40 minutes on this question.

1. Read the letter from The Salvation Army.

How does this letter encourage people to send money to help The Salvation Army in its work?

You should comment on the following:

- the content of the letter
- the use of language
- design features, including layout and photographs
- any other aspects which you think are relevant.

**(Total for Section A: 25 marks for Reading)**

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**Main Assessment Objective:**

- evaluate how information is presented

**Supporting Assessment Objectives:**

- read with insight and engagement
- identify implications
- select material appropriate to purpose
- understand and evaluate how writers use linguistic, structural and presentational devices

**A relevant answer will focus on:**

- the ways in which the page presents ideas, images and comments on The Salvation Army
- the ways in which the content, headlines, language, photographs and any other features of layout and design contribute to particular effects and impressions
- explaining and justifying a personal response to the material
- using textual evidence to substantiate points made.

Candidates are free to select and comment on textual details in a variety of ways. The following section illustrates some of the possible points which candidates may make but examiners should 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.

### Content of the letter

- emotive content:
  - *To the homeless person living in a doorway, we'll bring...*
  - *To the desperate mother struggling to put food on the table we'll...*
  - *To the lonely elderly person we'll...*
  - *These Christmas gifts are just the start of a full year of care, love and companionship for people who are homeless, desperate, poor or lonely.*
- explanation of the need for income
- personal appeal for regular monthly contribution
- setting out cost of providing help
- reinforcement of request for money by appealing to donors' generosity and altruism
- repetition of personal appeal.

### Use of language

- emotive language
- direct personal requests for help.

### Design features, including layout and photographs

- letter format for direct individualised appeal
- prominent logo on first page
- photograph on first page of SA worker smiling and carrying a wrapped Christmas present
- photograph on second page of SA worker with two elderly women at a Christmas party

Candidates are not expected to comment on all of the above areas. They may be rewarded for a comparatively small number of points if these points are effectively developed and supported by well-chosen textual evidence.

**NOW REFER TO PAGE 5 FOR THE ASSESSMENT OBJECTIVE GRID**

In applying the grid, bear in mind the need for the 'best fit' approach.

## READING MARK SCHEME

### The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
0-1	rudimentary understanding	minimal grasp of language	extremely limited content
2-4	basic understanding	little awareness of language	unclear and/or undeveloped points
5-7	some understanding an attempt at interpretation	limited awareness of language	some relevant points little development
8-10	fair understanding of the text some interpretative comment	some understanding of language an attempt to evaluate use of language	valid points some development some relevant textual support
11-13	generally sound grasp of the text reasonably secure interpretation	fair understanding of language reasonably sound evaluation of the use of language	mostly clear points some reasonable development generally appropriate examples/references
14-16	sound grasp of the text secure interpretation	clear understanding of language sound evaluation of the use of language	a range of relevant points reasonable development appropriate examples/references

This extension to the scale is only for use in circumstances where candidates clearly perform above the normal range on this question for this tier.

17-19	<i>thorough understanding of the text thoughtful interpretation</i>	<i>good analysis of language thoughtful evaluation of the use of language</i>	<i>a good range of well-focused points sustained development apt use of examples/references</i>
20-22	<i>assured understanding of the text perceptive interpretation</i>	<i>confident analysis of language sensitive evaluation of the use of language</i>	<i>a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references</i>
23-25	<i>impressive command of the text cogent interpretation</i>	<i>penetrating analysis of language sophisticated evaluation of the use of language</i>	<i>a variety of astute and discriminating points commanding exploration of ideas deft use of apposite examples/references</i>

## 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.

2. Litter, graffiti and vandalism are common in the streets of many of our villages, towns and cities.

Give advice on how the following groups of people might help to overcome this problem:

- people of your age
- teachers
- police
- local residents.

(Total for Section B: 25 marks for Writing)

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### Main Assessment Objective:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes

### Supporting Assessment Objectives:

- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling

Candidates will approach the issues raised by each of these questions in a variety of ways, and their judgements and perceptions will inevitably not always coincide with those of individual examiners. It is important therefore that the focus for assessment is the **quality of the writing** and the **effective and logical development of ideas**. It is important for examiners to be alert to unusual responses which are effectively written.

The following notes indicate some of the points that candidates may make in their responses but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:

- peer group pressure could be exerted to make anti-social behaviour unacceptable
- teachers could address these issues explicitly to highlight the problem and discourage such behaviour
- police could target these offences by stepping up surveillance and prosecuting offenders
- local residents could form Neighbourhood Watch groups to alert police and local schools to instances of anti-social behaviour.

### In summary, successful answers will:

- convey to the reader advice relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices
- express ideas clearly and precisely, with appropriate development
- employ a range of sentence and clause structures appropriate to the task
- employ a range of appropriate vocabulary

- show ambition in and maintain secure control over choices of grammar, punctuation and spelling.

**NOW REFER TO PAGES 9-10 FOR THE ASSESSMENT OBJECTIVE GRIDS**

In applying the grids, bear in mind the need for the 'best fit' approach.

3. Write the text for a leaflet that tries to persuade people to give a few hours of their spare time each month to help a local charity or voluntary organisation.

The leaflet is to be distributed to homes in your area and should encourage people to help by telling them about:

- why voluntary work is important
- the work of the charity or organisation
- two particular jobs that volunteers might do.

(Total for Section B: 25 marks for Writing)

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The following notes indicate some of the points that candidates may make in their responses but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:

- the importance of helping people who may not be able to help themselves
- the value of service and the satisfaction that volunteers may gain from their involvement
- information about the particular focus of candidates' chosen charities or organisations
- examples of specific tasks that might be performed and reasons why such work is beneficial.

**In summary, successful answers will:**

- convey to the reader persuasion relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices
- express ideas clearly and precisely, with appropriate development
- employ a range of sentence and clause structures appropriate to the task
- employ a range of appropriate vocabulary
- show ambition in and maintain secure control over choices of grammar, punctuation and spelling.

**NOW REFER TO PAGES 9-10 FOR THE ASSESSMENT OBJECTIVE GRIDS**

In applying the grids, bear in mind the need for the **'best fit'** approach.



## 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 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 of a range</b> 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 control</b> of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application of a 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 (eg 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

There are two questions in this section. You should answer ONE of them.

You should spend about 40 minutes on this question.

4. A friend is thinking of leaving home. Write a letter to her or him reviewing the points that should be considered.

(Total for Section C: 25 marks for Writing)

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### **Main Assessment Objective:**

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes

### **Supporting Assessment Objectives:**

- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively with accurate punctuation and spelling

The following notes indicate some of the points that candidates may make in their responses but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:

- the relative balance of career and/or study opportunities in staying at home and moving away
- the practical advantages and disadvantages in relation to cost, convenience and companionship
- the opportunities for the development of independence away from home to be weighed against the possible dangers and temptations of independent living
- the possible dangers of loneliness weighed against the benefits of remaining close to friends and family.

### **In summary, successful answers will:**

- convey to the reader review relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices
- express ideas clearly and precisely, with appropriate development
- employ a range of sentence and clause structures appropriate to the task
- employ a range of appropriate vocabulary
- show ambition in and maintain secure control over choices of grammar, punctuation and spelling.

**NOW REFER TO PAGES 13-14 FOR THE ASSESSMENT OBJECTIVE GRIDS**

In applying the grids, bear in mind the need for the 'best fit' approach.

5. 'It is right that parents should be punished if their teenage children do not attend school regularly.'

'Nonsense! Teenagers nowadays are mature enough to be responsible for their own actions.'

Comment on the views expressed by these two speakers.

(Total for Section C: 25 marks for Writing)

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**Main Assessment Objective:**

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- organise ideas into sentences, paragraphs and whole texts
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The following notes indicate some of the points that candidates may make in their responses but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:

- parents have a legal responsibility to ensure that their children attend school up to the minimum leaving age
- some parents lose control and are unable to enforce attendance so punishing them would achieve nothing
- some teenagers lack self-discipline and mature judgement whereas others show great responsibility during the teenage years
- individual differences make it difficult to generalise
- in most cases it is necessary to achieve a balance between parents' and teenagers' responsibilities.

**In summary, successful answers will:**

- convey to the reader comment relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices
- express ideas clearly and precisely, with appropriate development
- employ a range of sentence and clause structures appropriate to the task
- employ a range of appropriate vocabulary
- show ambition in and maintain secure control over choices of grammar, punctuation and spelling.

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