

GCSE

Edexcel GCSE

English (1203)

5H

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 Help the Aged.

How successfully does this letter encourage people to give money to Help the Aged?

You should comment on the following:

- the content of the letter
- the use of language
- design features
- any other aspects which you think are relevant.

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

**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 about Help the Aged
- 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

- use of Maud's case study to illustrate problem
- emotive content:
  - the reference to a Christmas card in which readers are encouraged to write a message to an older person
  - *Maud can enjoy Christmas time with laughter, conversation and presents...*
  - *No one to hug her and wish her a Happy Christmas*
  - *... Maud will sit in tortured silence, staring at four walls, wishing the day away*
- explanation of how money will be used
  - *Help the Aged wants to fund day centres*
  - *Help the Aged funded minibuses will offer safe transport*
- personal appeal for donations
  - *... but we can only do this with your help*
  - *With a monthly gift of £3, or whatever you can afford...*
  - *...please help today with a gift of £3 a month...*

## Use of language

- questions
  - *What does Christmas mean to you...?*
  - *And what have isolated older men and women got to look forward to after Christmas?*
- repetition
  - *There is no one for Maud. No one to buy her presents... No one to share a traditional turkey dinner. No one to hug her...*
  - *... monthly gift of £3* (repeated throughout letter)
- direct address to reader
  - *Please don't let that happen again...*
  - *If you are as moved by Maud's plight as I am...*
  - *Can you?*
- italics for emphasis
  - *Since her husband died 7 years ago, Maud has spent every Christmas Day completely alone*
- imperatives
  - *Take a moment to write your own personal message...*
  - *... please complete and return the enclosed form...*

## Design features, including layout and photographs

- use of colour in Help the Aged logo
- use of hand-written extracts from Maud's notebook
- use of photograph of Maud
- use of emboldened headline immediately preceding main body of letter
- use of PS to reinforce appeal

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

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	<i>rudimentary understanding</i>	<i>minimal grasp of language</i>	<i>extremely limited content</i>
2-4	<i>basic understanding</i>	<i>little awareness of language</i>	<i>unclear and/or undeveloped points</i>
5-7	<i>some understanding an attempt at interpretation</i>	<i>limited awareness of language</i>	<i>some relevant points little development</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. Write the text for a leaflet that aims to persuade people to give a few hours of their spare time each month to help a local voluntary organisation with its work.

You may write the leaflet for any organisation of your own choice OR one of the following if you prefer:

- presenters and technical staff for a hospital radio station
- assistants to work in charity shops
- helpers for elderly people.

(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:

- 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 aims of the candidates' chosen 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 8-9 FOR THE ASSESSMENT OBJECTIVE GRIDS**

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

3. Write a letter to your local newspaper to join in the debate about a controversial planning issue.

You could write about an issue of your own choice **OR** one of the following:

- making the centre of your community a traffic-free zone
- building a skateboard area in a nearby park
- the opening of a nightclub in a residential area
- redeveloping a recreational area as a shopping complex.

(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:

- an outline of the planning issue under consideration
- ideas and arguments relevant to the planning issue
- counter-arguments designed to undermine opposing points of view
- facts, ideas and opinions intended to persuade readers of the validity of the writer's arguments.

**In summary, successful answers will:**

- convey to the reader argument or 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 8-9 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</b> vocabulary 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</b> text structure, <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</b> control 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>skillfully 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. Some people are driven by ambition; others take life as it comes. What do you think are the advantages and disadvantages of each of these attitudes?

(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:

- comments about the nature of ambition and its beneficial and detrimental effects on people
- comments about the characteristics of more relaxed approaches to life and their consequences for people
- examples of ambitious or unprincipled behaviour
- examples of more relaxed approaches to life and work
- analysis of some of the key terms of the question.

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

- convey to the reader analysis, review or 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.

**NOW REFER TO PAGES 14-15 FOR THE ASSESSMENT OBJECTIVE GRIDS**

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

5. What would be your ideal career? Comment on what you would find rewarding about this kind of work and why you think you might be suited to it.

(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:

- an outline of the chosen career
- comments about the demands of this kind of career
- ideas about why, and in what ways, this career would be rewarding
- comments about the writer's personal qualities that would be appropriate to such a career
- comparisons with other careers that the writer would find less suitable.

**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.

**NOW REFER TO PAGES 12-13 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

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Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
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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 clear text structure, <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
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### 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
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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