

GCSE

Edexcel GCSE

English (1203/3F)

November 2005

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Mark Scheme (Results)

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English (1203/3F)

SECTION A: UNSEEN MEDIA

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

1. Read both sides of the leaflet advertising The Black Country Living Museum.
How does this leaflet try to persuade people to visit the museum?

You should comment on the following:

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

(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 successful answer will focus on:

- the ways in which the pages present ideas, images and comments about the museum
- 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 interpret textual details in a variety of ways. The following section represents a likely reading of the text but examiners must evaluate other responses on their merits. It is important to be alert to unusual responses which are well explained and substantiated by the effective use of textual evidence.

Candidates are required to address the first four of the bullet points by selecting what they regard as the most relevant or important aspects of the text. They may be rewarded for a comparatively small number of points if these points are effectively developed and supported by well-chosen and evaluated textual evidence.

Content of the leaflet

references to the various sections of the leaflet, including:

- the A3 fold-out middle section with integrated text and photographs
- the first-fold descriptive section ('*A day out with a difference*' and '*Acres of living history!*') with graphics and text describing the facilities and a site sketch map with key
- the obverse three-column fold incorporating the front and back covers of the fully folded leaflet and the '*Making a visit*' section

references to particular facilities, attractions and information:

- the visitor centre facilities
- the houses and shops of the canal-side village
- the underground coalmine tour and the canal journey into limestone caverns
- the St James's School experience
- the Olde Tyme Fairground
- the Limelight Cinema
- industrial heritage exhibits
- key showing what may be seen at the numbered locations on the map
- the programme of working activities and special events
- the '*Making a visit*' reference section
- the '*How to find us...*' details of travel arrangements
- list of special events taking place at the museum.

Use of language

use of different font sizes to emphasise headlines and key sections of text

language varied according to function eg lists used in key and 1998 events sections

third person to convey information about facilities and events

- *During School Holidays, special activities are organised for children young and old...*
- *As an independent museum, the museum makes a charge to cover the costs of its essential work*
- *A friendly welcome awaits you at one of Britain's best open-air museums*

use of imperatives to encourage readers to become visitors and create sense of active participation in various activities

- *Listen to fascinating stories...*
- *Join in an old-fashioned school lesson*
- *Enjoy classic film comedy...*
- *Discover a fascinating and different world...*
- *...ride on a tramcar or fairground swingboat*

use of adjectives to create atmosphere and increase interest

- *terrifying world of the 1850s Black Country miners*
- *old-fashioned school lesson*
- *friendly welcome*
- *living tribute*

use of wordplay

- '*Make a Day of it...*' linked with '*...and we'll Make your Day!*'.

use of headlines

- *A day out with a difference*
- *Acres of living history!*
- *Make a Day of it...*

Design features, including layout and photographs

- text and colour photographs integrated in inside spread to create variety
- strong human interest value conveyed by photographs of people in costume
- collage of images on front of brochure to appeal to range of potential visitors
- simplified 3D map representation of site to help visitors
- use of sub-headings to identify sub-sections of brochure.

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

NOW REFER TO PAGE 4 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	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

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. Your local television station is running a feature in which viewers vote on the Top 10 visitor attractions in the region. Choose your favourite attraction and write the text of a talk to persuade viewers to vote for it.

Write about any one of the following:

- a sporting centre
- a theme park
- a shopping centre
- a museum
- any other attraction of your own choice.

(Total for Section B: 25 marks for Writing)

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 focus of assessment is the **quality of the writing**. The **effective and logical development of arguments and ideas** is also a key discriminator.

A clear context is given in the question and candidates' answers should show an appropriate sense of form and audience. The explicit purpose is to persuade but the context implies that other purposes may also be relevant (eg to entertain the listeners).

Individual speakers' idiolects and preferences will lead to a wide stylistic range, and there is no preferred or ideal approach.

A clear structure is likely to be reflected in an ordered sequence of paragraphs but since the task is to create a text for spoken transmission, some responses may not fulfil the normal conventions of a written essay format. It is important to recognise that an absence of paragraphs does not necessarily indicate an absence of structure; equally, the presence of paragraph breaks does not necessarily reflect an effective text structure.

Credit should be given for attempts to use persuasive language to shape readers' responses and persuade them of the validity of the writer's ideas.

In summary, successful answers will:

- convey to the audience argument, persuasion or advice
- 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 local shops and offices asking them to support a project to convert a disused building into a youth centre. The organisers of the project need money, building materials and help from people with practical skills.

Your letter should include information about:

- why the new centre is important to the community
- why money, building materials and people with practical skills are needed
- how local shops and offices can help
- what people might gain from being connected with the project.

(Total for Section B: 25 marks for Writing)

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 focus of assessment is the **quality of the writing**. The **effective and logical development of arguments and ideas** is also a key discriminator.

A clear context is given in the question and candidates' answers should show an appropriate sense of form and audience. The question does not incorporate any of the words from the triplet, but the requirement to ask shops and offices for help and to show how people might benefit suggests that elements of **persuasion, argument and advice** might all be appropriate.

It is important to recognise that an absence of paragraphing does not necessarily indicate an absence of structure; equally, the presence of paragraphs does not necessarily reflect an effective text structure.

Depending on their own experiences and interests, candidates may refer to a wide range of relevant examples in order to create convincing contexts for their letters.

In summary, successful answers will:

- convey to the reader argument, persuasion or advice
- 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 limited success at a basic level	there is little awareness of the purpose of the writing	the writing uses a limited vocabulary and shows little variety of sentence structure	organisation of the material is simple with limited success in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are broadly appropriate	there is some grasp of the purpose of the writing	the writing shows some evidence of control in the choice of vocabulary and sentence structure	organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing
mark band three 8-11	the writing expresses and develops ideas in a clear, organised way	there is a generally clear sense of the purpose of the writing	the writing includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences	organisation of the material is mostly sound , with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with secure use of cohesive devices
mark band four 12-15	the writing presents effective and sustained ideas	there is a secure, sustained realisation of the purpose of the writing	the writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose.	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range 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. Think about the most memorable school trip or visit you have been on.

Write about this trip or visit, analysing your thoughts and feelings about it and commenting on what made it especially memorable.

(Total for Section C: 25 marks for Writing)

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 focus of assessment is the **quality of the writing**. The **effective and logical development of arguments and ideas** is also a key discriminator.

No context is given. Candidates may well adopt a relatively formal style but those who choose to write more informally should not be penalised. Each answer should be judged on its merits according to the candidate's skill and effectiveness in conveying relevant ideas.

It is important to recognise that an absence of paragraphs does not necessarily indicate an absence of structure; equally, the presence of paragraph breaks does not necessarily reflect an effective text structure.

A key factor in assessment will be the level of detail and depth of comment about the chosen topic areas. The range and variety of sentence and clause structure will also be an important discriminator.

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 12-13 FOR THE ASSESSMENT OBJECTIVE GRIDS

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

5. “My kind of music, television or film...”

A magazine for teenagers has a page for readers to write about a favourite television programme, film or CD.

Write about your favourite television programme or film or CD, commenting on why it appeals to you and why you think others might enjoy it too.

(Total for Section C: 25 marks for Writing)

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 focus of assessment is the **quality of the writing**. The **effective and logical development of arguments and ideas** is also a key discriminator.

The question foregrounds the **comment** element of the triplet but elements of **review** are also likely to be present and the most effective answers will probably integrate these elements to fulfil the task. They may adopt a relatively formal style but those who choose to write more informally should not be penalised. Each answer should be judged on its merits according to the candidate’s skill and effectiveness in conveying relevant ideas.

The writing should be structured but there is likely to be a very wide range of different yet equally effective realisations of text structure. It is important to recognise that an absence of paragraphs does not necessarily indicate an absence of structure; equally, the presence of paragraph breaks does not necessarily reflect an effective text structure.

A key factor in assessment will be the level of detail and depth of comment given by candidates in their writing about a television programme, film or CD. The range and variety of sentence and clause structure will also be an important discriminator.

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.

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mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose.	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

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mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (e.g. 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