

GCSE

Edexcel GCSE

English (1203/5H)

November 2005

advancing learning. changing lives

Mark Scheme (Results)

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English (1203/5H)

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 Rhondda Heritage Park.
How does this leaflet try to persuade people to visit Rhondda Heritage Park?

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 Rhondda Heritage Park
- 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 the 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 three-column first-fold descriptive section with graphics, photographs and text summarising the facilities and exhibits
- the obverse three-column fold incorporating the front and back covers of the fully folded leaflet and the information section

references to particular facilities, attractions and information

- the visitor centre facilities
- the surface tour
- the underground tour
- narrative of the Rees family's experiences through three generations
- reference section information to help plan visits
- details of travel arrangements.

Use of language

first person to emphasise human interest and give sense of immediacy

- *we will help make your visit enjoyable and interesting*
- **"ME AND MY BUTTIES WILL HELP BRING RHONDDA HERITAGE PARK TO LIFE FOR YOU!"**
- *Blinking into the daylight we have to say our farewells...*

second person account of 'A SHIFT IN TIME' experience to heighten readers' engagement

- *With your helmet on you are ready to follow me to the Trefor Pithead*
- *...You can touch the machinery ... and see the shadows of men hard at work at the coal face*
- *you'll soon realise that you've been transported back in time to the Lewis Merthyr Colliery of the 1950s*

third person to convey information about facilities and the history of Lewis Merthyr Colliery

- *The park is both challenging and fun and benefits children of all ages*
- *The Rhondda Heritage park is situated in the heart of the beautiful South Wales Valleys, just off the A470 between Pontypridd and Porth*
- *In its heyday Rhondda's output was as important as the oil-producing countries of today*
- *Dramatic events in Rhondda's history are portrayed - from mining disasters and riots to the fight for minimum wages in 1920*

minor sentences used in lists to set out attractions

- *An action-packed adventure playground*
- *an excellent Gift shop with a wide range of gifts and books for all the family*
- *guided tours by ex-miners*

modal verbs to give a sense of participation

- *The first stop is the Visitor Centre where you will find...*
- *...you will join Bryn...*
- *All your senses will be working overtime down here*
- *At the end of the shift you will be transported back to the surface...*
- *The children can complete their shift in the Energy Zone*

use of adjectives to heighten sense of excitement

- *amazing simulated ride*
- *dark and twisting tunnels*
- *Unforgettable!*
- **ACTION-PACKED ENERGY ZONE**

use of imperatives to encourage readers to become visitors

- *Visit Trefor Winding House...*
- **HOLD TIGHT FOR THE TWO MINUTE RIDE TO THE “PIT BOTTOM”**
- *Please allow at least 1½ hours for the tour, and minimum of 1 hour to see other aspects of the Park*

use of wordplay/hyperbole

- *[children] can climb, slide, swing and mine for their own energy*
- **WHEN COAL WAS KING Rhondda REIGNED SUPREME...**
- **A MINE OF INFORMATION SET IN THE HEART OF...**
- **...THE MOST FAMOUS VALLEY IN THE WORLD**

use of vivid headline-type captions

- **‘A SHIFT IN TIME’** and **‘A THRILLING UNDERGROUND EXPERIENCE’**
- **WELCOME TO THE AWARD WINNING RHONDDA HERITAGE PARK**

Design features, including layout and photographs

- text and photographs integrated throughout, creating variety and interest
- strong human interest created by interspersing images of miners and visitors, adults and children
- photographs and artwork create impression of Lewis Merthyr Colliery as it was and the community at various times as well as the present day site
- use of various fonts, type sizes and colours to create impact and emphasis.

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
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	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

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. A local radio station runs a programme about holidays or trips called “Dream or Nightmare?”. Think about a holiday or trip you have experienced either in this country or abroad.

Write the text of a talk for that programme to persuade listeners **either** to go on that holiday or trip **or** to avoid it.

(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 listener 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 persuasive letter to local businesses asking them to sponsor **either** a sports event **or** an arts event which your school is organising.

You should include details of the event, why the school needs the support of sponsors and how the sponsors themselves might benefit from their association with the event.

(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 requirement to ask businesses for help and to show how the businesses themselves might benefit places **argument and persuasion** as central to the task.

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. Many schools organise residential visits for their students. Write an article for a newspaper commenting on the social and educational benefits to students of taking part in such visits.

(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.

A context is given, although candidates may address their responses to either a tabloid or a broadsheet audience. They are likely to adopt a relatively formal style but those who choose to write more informally should not be penalised as long as the content and approach are appropriate to the target audience. 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. Television soap operas like *EastEnders* and *Coronation Street* continue to attract large audiences. Comment on why you think such programmes are popular.

(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 specific audience or context is given. Candidates are free to approach this question as they wish. 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 of review and comment to fulfil the requirements of the question.

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 chosen occasion. 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.

WRITING MARK SCHEME

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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 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 (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