

GCSE

Edexcel GCSE

English A (1203/3F)

Media (Unseen)

Summer 2006

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. How does the leaflet *Your Guide to Beach Safety* produced by The Royal National Lifeboat Institution (RNLI) encourage the reader to think about safety at the beach and the work of lifeguards and lifeboats?

You should comment on the following:

- the information given in the leaflet
- the use of language
- headings
- design features, including layout, use of colour, photographs and pictures
- 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 successful answer will focus on:**

- the ways in which the leaflet presents ideas, images and comments about beach safety and the work of lifeguards and lifeboats
- ways in which the content, language, headings, use of colour, photographs, pictures 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.

## Information given in the leaflet

- positive description of beaches in UK and Ireland in opening paragraph
  - emphasis on how RNLI supports safety on the beach
  - five points on how to stay safe (F.L.A.G.S.)
  - information on lifeguards/lifeboats
  - how to contribute to support RNLI work
  - explanation of meaning of flags
  - contact numbers and addresses
- lucky... finest, cleanest beaches  
mile upon mile of golden sand  
RNLI makes the beach a safer place  
we've compiled some simple steps  
find, look, ask, get, stick...  
a fully integrated service  
24 hour service/50 miles/  
231 lifeboat stations  
how you can help save lives  
only with your support...  
detail beside each flag pictured

## Use of language

- clear, factual, informative
  - use of imperatives to give strong, firm advice (etc)
  - some emotive language about risks
  - direct, personal appeals for help
  - use of contrast -pleasant and safe/dangerous
  - informal, friendly, approachable
- many egs: description of flags  
details of numbers drowned yearly (70)  
information about service  
find, look, ask, get, stick, call, shout
- thousands.... Life-threatening  
rip-currents  
we don't want... someone you love  
please make a gift  
only with your support... gift will help  
finest, cleanest beaches... enjoy... safer  
place  
washed out, pulled under, drowned  
It's a great day... we've compiled some  
simple steps... remember

## Headings

- summarise main messages
  - set positive tone from outset
  - involve reader directly
  - emphasise role of RNLI
  - use larger font
- RNLI make the beach a safer place  
Know your flags  
It's a great day...  
How you can help...  
A fully integrated rescue service  
throughout

## Design features, including layout, use of colour, photographs and pictures

- 3-column, folding leaflet
- each column broken up - headings, short paragraphs and varied approaches including photos
- use of different colours - yellow, red and blue: dramatic points in red
- emphasis on 'beach safety' (border across top of inside)
- different font sizes - larger fonts for headings and to stress key points
- use of logos for RNLI/Beach Lifeguards (front) and Lifesavers and Surf Life Savers (bottom right-hand side, inside)

- front - large photograph of lifeguard (only figure) looking out to sea
- first inside photograph: back view - lifeguard looking at people and sea (many people visible, and waves)
- next photograph shows lifeguard talking to holidaymakers in friendly way
- next photograph: dramatic - inflatable rushing through spray
- back - action-packed picture of lifeguard standing on jet ski, heading into sea
- F.L.A.G.S. shown in little red flags
- 'Know Your Flags' - coloured representations and descriptions - fold-in page
- contact numbers and addresses set out clearly

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<br>an attempt at interpretation                    | limited awareness of language  | some relevant points<br>little development   |
| 8-10       | fair understanding of the text<br>some interpretative comment         | some understanding of language<br>an attempt to evaluate use of language             | valid points<br>some development<br>some relevant textual support                                |
| 11-13      | generally sound grasp of the text<br>reasonably secure interpretation | fair understanding of language<br>reasonably sound evaluation of the use of language | mostly clear points<br>some reasonable development<br>generally appropriate examples/ references |
| 14-16      | sound grasp of the text<br>secure interpretation                      | clear understanding of language<br>sound evaluation of the use of language           | a range of relevant points<br>reasonable development<br>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<br/>thoughtful interpretation</i> | <i>good analysis of language<br/>thoughtful evaluation of the use of language</i>           | <i>a good range of well-focused points<br/>sustained development<br/>apt use of examples/references</i>                                |
| 20-22 | <i>assured understanding of the text<br/>perceptive interpretation</i>  | <i>confident analysis of language<br/>sensitive evaluation of the use of language</i>       | <i>a variety of perceptive points<br/>coherent and fully developed ideas<br/>effective use of apposite examples/references</i>         |
| 23-25 | <i>impressive command of the text<br/>cogent interpretation</i>         | <i>penetrating analysis of language<br/>sophisticated evaluation of the use of language</i> | <i>a variety of astute and discriminating points<br/>commanding exploration of ideas<br/>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. Give a talk on personal safety advising young people on how to cope with everyday dangers.

(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 are required to present a talk which advises young people on how to cope with everyday dangers in a register appropriate to the audience, with language suitable to the task and age-group.

### Likely approaches

This question is likely to produce a wide range of responses which may, or may not, include the following:

- Letting people know where you are going
- Keeping to well-lit streets at night
- Not getting into unknown cars
- Using mobile phones discreetly
- Keeping your personal belongings safe
- Internet safety
- Attending self-defence classes
- Intoxicants

The above points are possible indicators of content and approach, but examiners are asked to be **open-minded** and to accept any relevant and/or unusual examples, approaches or viewpoints. The focus of assessment is the **quality of the writing**. The **effective and logical development of arguments and ideas** is also a key discriminator.

Lower band answers will probably be limited to a few undeveloped points and may not offer very convincing or sustained arguments.

Higher band answers should convey more detailed advice in a way which shows a clear awareness of the audience. These responses will bring out the issues of personal safety in a focused and thoughtful way, adopting an appropriate tone for a teenage audience.

**NOW REFER TO PAGES 7-8 FOR THE ASSESSMENT OBJECTIVE GRIDS.**

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

3. 'Far too much time is devoted to reality TV shows.'

Argue either for or against this view, giving examples to support your ideas.

(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 are required to consider the evidence about 'reality TV' and reach a considered conclusion about the relative merits and drawbacks of this kind of programme, with language suitable to the task.

**Likely approaches**

- source of pleasure/curiosity to many millions of people
- harmless entertainment, more enjoyable than what else is on offer
- can help people to learn about themselves and their capacity to form relationships/undergo unusual or difficult circumstances
- enables viewers to relate to/identify with participants
- makes some people rich/celebrities
- excitement of the elimination approach (where applicable)
- wastes time that could be more profitably spent
- turns people into mindless spectators ('couch potatoes')
- exploits ordinary people, who often do not realise what the effects will be
- keeps more worthwhile programmes off screen/prevents these being watched

The above points are possible indicators of content and approach, but examiners are asked to be open-minded and to accept any relevant and/or unusual examples, approaches or viewpoints. The focus of assessment is the **quality of the writing**. The **effective and logical development of arguments and ideas** is also a key discriminator.

Lower band answers will probably be limited to a few undeveloped points and may not offer very convincing or sustained arguments.

Higher band answers should convey more detailed arguments in a way which shows a clear awareness of the subject and a strong capacity to present a reasoned argument. These responses will bring out the pros or cons of such shows, with a clear view of their value as entertainment and their effects on participants and audience, in a focused and thoughtful way.

**NOW REFER TO PAGES 7-8 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<br>0-3    | the writing achieves <b>limited</b> success at a basic level   | there is <b>little</b> awareness of the purpose of the writing  | the writing uses a <b>limited</b> vocabulary and shows <b>little</b> variety of sentence structure                             | organisation of the material is <b>simple</b> with <b>limited</b> success in introducing and developing a response  |
| mark band two<br>4-7    | the writing expresses ideas which are <b>broadly appropriate</b>   | there is <b>some</b> grasp 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<br>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<br>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<br>16-17 | the writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>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>skilfully</b> sustained 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<br>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<br>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<br>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<br>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<br>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 newspaper is running a competition to win a holiday by the sea, in the country or in a city. To enter the competition, you must write a letter to the newspaper, stating which holiday you would choose, commenting on the reasons for your choice.

(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.

Candidates are required to write a letter which communicates a case clearly and with reasons, and in a register appropriate to the reader, with language suitable to the task.

### Likely approaches

- Seaside: beach, swimming, water sports, leisure attractions (such as piers, amusement arcades, putting and bingo), fish and chips, boating
- Countryside: peace and quiet, views, walking, animal and plant life
- Town/city: lively atmosphere, shops, cinemas/theatres, choice of activity, ease of transport

The above points are possible indicators of content and approach, but examiners are asked to be open-minded and to accept any relevant and/or unusual examples, approaches or viewpoints. The focus of assessment is the **quality of the writing**. The ability to consider relative attractions and make a reasoned choice is also a key discriminator.

Lower band answers will probably be limited to a few undeveloped points and may not offer very convincing or sustained comment or justification of a choice.

Higher band answers should convey more detailed comments in a way which shows a clear awareness of the audience and a strong capacity to convey the attractions of the chosen destination. These responses will bring out the nature of the chosen holiday, with its particular appeal to the candidate, in a focused and thoughtful way, adopting an appropriate tone for a letter to a newspaper.

**NOW REFER TO PAGES 11-12 FOR THE ASSESSMENT OBJECTIVE GRIDS.**

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

5. 'We all need friends.'

Comment on the ways in which friends can make a difference to our lives.

(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.

Candidates are required to offer comment on the importance of friends, for an unspecified audience, with language suitable to the task.

**Likely approaches**

- Someone with whom to share confidences/become intimate
- Source of fun/company
- Sharing interests/ attending functions or events together
- Feeling part of a group/sharing ideas on clothes, music
- Someone to speak to on phone/text/email
- Solidarity in dealing with the age gap/parents

The above points are possible indicators of content and approach, but examiners are asked to be open-minded and to accept any relevant and/or unusual examples, approaches or viewpoints. The focus of assessment is the **quality of the writing**. The **ability to present informed comment linked to personal experience or views** is also a key discriminator.

Lower band answers will probably be limited to a few undeveloped points and may not offer very convincing or sustained comments on why friendship is important.

Higher band answers should convey more detailed comment, in a way which shows a clear awareness of the value of having friends. These responses will bring out the nature of friendship, with its potential to offer support, pleasure or sympathy, in a focused and thoughtful way.

**NOW REFER TO PAGES 11-12 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<br>0-3    | the writing achieves <b>limited</b> success at a basic level   | there is <b>little</b> awareness of the purpose of the writing  | the writing uses a <b>limited</b> vocabulary and shows <b>little</b> variety of sentence structure                             | organisation of the material is <b>simple</b> with <b>limited</b> success in introducing and developing a response  |
| mark band two<br>4-7    | the writing expresses ideas which are <b>broadly appropriate</b>   | there is <b>some</b> grasp 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<br>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<br>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<br>16-17 | the writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>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>skilfully</b> sustained 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<br>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<br>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<br>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<br>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<br>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            |



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