

GCSE

Edexcel GCSE

English A (1203/5H)

Media (Unseen)

Summer 2006

Mark Scheme (Results)

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## 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 article 'Go to work ... on a banana' from *The Daily Express* attract the reader's attention and present information about bananas and their benefits?

You should comment on the following:

- the content of the article
- the use of language
- design features
- 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 article attracts the reader's attention
- the ways in which the article presents ideas, images and information about bananas
- ways in which the content, language, headings and photograph 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 article

- Change in breakfast habits from traditional food to bananas, on health grounds, in last 20 years
- Reference to breakfast as peak period for eating bananas
- Much statistical information on increasing sales to support argument
  
- Nature of appeal - more to older people/women
- Tendency to eat bananas at start of week
- Use of expert opinions on health benefits
  
- Background information on bananas in history/cultures
  
- Medicinal value claimed

health-conscious Britons are turning their backs... opting for the healthy choice instead a quarter of national consumption between 6 am and 9 am with a hot drink/a quarter in lunch boxes/3.2 billion banana meals (3% increase on previous year)/ 150% increase in sales in last 20 years  
57% eaten by over 45  
56% are women  
Monday and Tuesday...  
The Grocer magazine nutritionist Angela Dowden Laurence Swan (Fyffes)  
see inset box/ten things you didn't know about bananas  
remedy for diarrhoea/ strengthen the stomach lining against acid and ulcers/ can reduce blood pressure

## Use of language

- Humour
- Use of 'scientific' language on health/nutrition
- Use of metaphor
  
- Positive slant of language
  
- Factual information
- Emphasis on speed/efficiency
- Informal diction

two explorers... used bananas as engine oil  
energy boosting goodness  
body in gear/ going from the night before on empty  
boosts blood sugar levels  
energy in the morning

three main types of sugars  
500 banana varieties  
sustained boost/ last for an hour  
grab a banana/mad rush

## Headlines and captions

- Humour/wordplay
- Alliteration
- Use of summarising bullet points for boxed insert

Go to work... on a banana  
fashion fruit  
One in four... Half of them... Most are consumed...

## Design features, including layout and photograph

- Large, prominent headline, linked to giant, more than lifesize, banana (full length of article/width more than one full column)
- Boxed inset - white on black bullet points, underlined in white for greater emphasis
- White box on the ten strange facts is superimposed on the black background
- Just one single-word sub-heading

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	<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 a letter to the catering manager of a school or college, arguing why certain foods should be included on the menus for the coming term.

(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 produce a letter which offers well-considered arguments clearly for an audience of adults with catering responsibility, using language suitable to the task and age-group.

### Likely approaches

- health-related choices (salads, fruits, vegetables)
- variety (hot and cold, different meats/vegetables)
- catering well for less usual diets (vegetarian, religious)
- food that young people will enjoy eating (pizzas, chips) - in moderation?
- food that looks interesting/attractive
- food from different ethnic backgrounds

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 and a strong capacity to present arguments that are likely to be convincing. These responses will consider carefully a range of factors to be taken into account, in a focused and thoughtful way, adopting an appropriate tone in addressing adults in such a position.

**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. 'I shall lose my personal freedom if I must have a national ID card.'

'National ID cards will help protect us.'

Write a speech for a school or college debate in which you argue the case **either** for or against compulsory national identity cards.

(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 debate speech which argues a persuasive case clearly for or against compulsory ID cards, for a school or college audience, and using language suitable to the task and age-group.

**Likely approaches**

- **For:** deterrence; identifying those not possessing valid entitlement to be in the country; helping police to do their work; preventing easy access for those with criminal intent; ensuring that everyone is treated the same; strengthening national security; providing much important data in single form
- **Against:** very expensive; does not work; criminals not deterred; takes away individual liberties; against human rights; treats everyone like a law-breaker.

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 arguing a case to an audience and a strong capacity to develop a sustained case. These responses will bring out the nature of the expected effects on society of ID cards, in a focused and thoughtful way, adopting an appropriate tone for a reasoned speech.

**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 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 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 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</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 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. Write a contribution for a website forum called 'Youth Speaks', reviewing the extent to which television and magazines have positive and/or negative influences on the attitudes and behaviour of young people.

(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 contribution, suitable for the specified medium (the Internet), which looks closely at various attempted forms of influence exerted by the stated media, with language suitable to the task and age-group.

### Likely approaches

- **Positive:** keeps young people up-to-date with trends in music, clothing; gives many ideas on activities and interests; produces role models/encourages aspiration and ambition; provides entertainment; informative, stimulating
- **Negative:** leads to mindless conformity/lacks encouragement to individuality; idealised images (especially body images) cause dangerous attempts to emulate (anorexia/bulimia); concentrate on trivial and superficial; do not cater well for minority groups/interests; patronising/irrelevant.

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 use evidence effectively to support the review** is also a key discriminator.

Lower band answers will probably be limited to a few undeveloped points and may not offer a very convincing or sustained review, with observations that are not fully supported.

Higher band answers should offer a more detailed, analytical review, in a way which shows a clear awareness of the audience and a strong capacity to present positive or negative points (or both). These responses will bring out the extent of the influences to which the young are subject, considering the effect of the media in a focused and thoughtful way, adopting an appropriate tone for a teenage audience logging on to a web-based discussion.

**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. 'Making a fresh start.'

Analyse how the start of a new stage of life, such as changing school or college, starting a job, or moving to a different place, can give opportunities to change the way you live, think or act.

(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 undertake an analysis, with no specified audience, of the opportunities provided by a new phase of life, with language suitable to the task.

**Likely approaches**

- **Changes in how they live:** moving away from home; starting a job (earning money); moving to more specialised study (sixth form, either at same school or new establishment/college/university); new relationship(s); new teachers/lecturers who view them differently, with no preconceived ideas; breaking habits/stopping activities which they see as immature or unhelpful
- **Changes in how they think:** greater maturity; viewing social activities in different way; changed attitudes to friends/family; studying harder/less on new courses/in new environment
- **Changes in how they act:** developing new interests; reading new authors; listening to new music; spending money in different ways; travelling more; driving; acting with greater independence

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 use evidence effectively to support the analysis** is also a key discriminator.

Lower band answers will probably be limited to a few undeveloped points and may not offer a very convincing or sustained analysis, with observations that are not fully supported.

Higher band answers should offer a more detailed analysis, in a way which shows a clear awareness of themselves and a strong capacity to present the opportunities for change and development. These responses will bring out the key features of the new stage of life which is being considered in a focused and thoughtful way, adopting an appropriate tone.

**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 0-3	the writing achieves <b>limited success</b> at a basic level	there is <b>little awareness</b> of the purpose of the writing	the writing uses a <b>limited vocabulary</b> and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple with limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised way</b>	there is a <b>generally clear</b> sense of the purpose of the writing	the writing includes <b>well-chosen vocabulary</b> and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear text structure</b> , <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen vocabulary</b> 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</b> of a range 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 vocabulary</b> and <b>mature control</b> 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 sustained</b> paragraphing and the <b>effective application</b> of a <b>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



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