

GCSE

Edexcel GCSE

English A (1203/3F) Media (Unseen)

November 2006

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Mark Scheme (Results)

SECTION A: UNSEEN MEDIA

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

1. Read the leaflet *Your easy guide to topping-up your mobile phone*.

How does this leaflet try to provide a simple guide to topping-up credit on a mobile phone?

You should comment on the following:

- the content of the leaflet
- the use of language
- design features, including layout and illustrations
- 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 leaflet presents ideas, images and comments about how easy it is to top up your mobile phone
- 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 four 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

- clear indication of purpose – to persuade you to buy your ‘top-up’ credit for your mobile phone from Tesco
- identification of the two ways to ‘top-up’ – through E-vouchers or E-Top-up card
- application of the ‘top-up’ system to six major mobile phone networks – Tesco, O2, Vodafone, Orange, T Mobile, Virgin
- clear instructions on the details of **how** to ‘top-up’ by either method and the steps involved in doing so
- use of the ‘top-up logo’ and the upward arrow super-imposed on the outline image of a mobile phone
- identification of the relative costs involved and the choice of denomination
- identification of the Q and A section of the leaflet, to provide information and ease choice of using Tesco system
- incentive to ‘top-up’ using Tesco – you qualify for Tesco Clubcard points
- footer banner indicating the variety of locations from which the system can be purchased

Use of language

- clearly structured, sequential language
- instructive, non standard form
- technical, authoritative language related to purpose – how to ‘top-up’
- informative/ persuasive language in Q and A section
- direct address to the reader e.g. “Your questions answered...”, “...please contact your network provider...” etc.
- use of adjectives and adverbs appropriate to overall purpose of the leaflet e.g. “simple”, “simply”, “easy” etc.
- syntactical feature – prevalence of simple and complex sentences e.g. “You will then be handed a receipt.”
- reference to lexis and lexical fields e.g. “network”, “network provider”, “handset”, “Virgin Mobile”, “airtime” etc.

Design features, including layout and illustrations

- clearly structured, six section leaflet displaying different types of information
- use of strong primary colours (green and yellow counter-posed, with red and blue header and footer) in two of the six sections to attract attention of the reader
- the four sections where main text appears are clearly headed as to purpose of that section, with additional strap lines in some instances
- some criticism of watered down colour print of the two options – Option 1 and Option 2 – in that they don’t really stand out and catch the eye of the reader
- Step 1 and Step 2 instructions clearly identified
- use of mobile phone networks’ logos – attracts widest possible audience and indicates universality of Tesco scheme
- boxed or bordered text - pricing section - clearly stands out and appeals to the reader
- use of table and logos in “What’s available...” section is attractive, clear and informative
- a large amount of information is displayed in an uncluttered design structure

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	<i>thorough understanding of the text thoughtful interpretation</i>	<i>good analysis of language thoughtful evaluation of the use of language</i>	<i>a good range of well-focused points sustained development apt use of examples/references</i>
20-22	<i>assured understanding of the text perceptive interpretation</i>	<i>confident analysis of language sensitive evaluation of the use of language</i>	<i>a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references</i>
23-25	<i>impressive command of the text cogent interpretation</i>	<i>penetrating analysis of language sophisticated evaluation of the use of language</i>	<i>a variety of astute and discriminating points commanding exploration of ideas 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. You are a member of your School or College Council which will discuss where and when mobile phones can be used.

Write your contribution to this discussion, arguing from a student's point of view. You should consider the following issues in developing your argument:

- personal security
- possible disruption
- home contact
- emergency situations
- any other relevant aspects.

(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.

Candidates will approach the issues raised by each of these questions in a variety of ways, and their judgements and perceptions will inevitably not always coincide with those of individual examiners. It is important therefore that the focus for assessment is the **quality of the writing** and the **effective and logical development of ideas**. It is important for examiners to be alert to unusual responses which are effectively written.

The following notes indicate some of the points that candidates may make in their responses but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:

- having a mobile phone is an immediate way of calling for assistance, from family, friends, the emergency services, or even staff
- the disruption of mobile phones going off in several school/college situations – lessons, assembly, when being addressed by any member of staff etc.
- the need for clear school/college rules as to when and when not mobile phones can be used
- the possible penalties for transgressing these rules – e.g. detention, temporary confiscation
- the implications of having camera phones in schools/colleges
- the positive implications of using mobile phones as a means of communicating various types of information – e.g. from staff to pupils
- the implications for personal safety including theft and bullying.

In summary, successful answers will:

- convey to the reader argument, persuasion or advice relevant to the chosen question
- maintain a clear focus on relevant issues
- reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices
- express ideas clearly and precisely, with appropriate development
- employ a range of sentence and clause structures appropriate to the task
- employ a range of appropriate vocabulary
- show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.

NOW REFER TO PAGES 8-9 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

3. A recent article in your school or college magazine argued that the increasing use of texting (such as “C U l8r” rather than “see you later”) is ruining the English language.

Write a formal letter to your school or college magazine persuading the readers to support your views on this matter. You should refer to:

- texting as a new way of communication
- advantages or disadvantages of texting
- when texting should or should not be used
- effects on handwriting and spelling
- any other relevant aspects.

(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.

Candidates will approach the issues raised by each of these questions in a variety of ways, and their judgements and perceptions will inevitably not always coincide with those of individual examiners. It is important therefore that the focus for assessment is the **quality of the writing** and the **effective and logical development of ideas**. It is important for examiners to be alert to unusual responses which are effectively written.

The following notes indicate some of the points that candidates may make in their responses but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:

- main purpose is to try to persuade readers that texting is an effective means of communication
- limited number of characters (240) allowed in a text message, therefore, some form of shorthand is necessary
- standard English is not appropriate in this mode of communication – audience is largely peers, context is informal etc.
- speed, immediacy and relative costs of texting
- language is changing all the time and texting is yet one more example of the language being flexible to meet the needs of users
- texting has become part of youth culture and therefore is not unusual or odd
- texting represents a merging of spoken and written forms
- whether texting either improves or impairs spelling or handwriting, and whether this matters.

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 9-10 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. You have broken a school or college rule. Write a review of the incident, commenting on the following:
- the rule which you broke
 - why you broke it
 - whether you think the rule makes sense
 - whether you were fairly punished.

(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 following notes indicate some of the points that candidates may make in their responses but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:

- clear identification and explanation of the school or college rule in question
- personal comment on whether the rule is good or bad
- the reasons why and/or the circumstances in which the writer broke the rule
- personal comment on whether the rule makes sense and if not, why not
- some personal comment on the fairness of the sanctions applied for breaking the rule and a degree of self-reflection on the part of the writer

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. One of your relations, who does not like school and may not gain good GCSE grades, is determined to leave at the end of Year 11. Write a letter to your relative, analysing the main points which need to be considered before the final decision is made.

(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 following notes indicate some of the points that candidates may make in their responses but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:

- some degree of empathy with the relative's situation and understanding of why s/he might be set on leaving school
- the unattractiveness of the range of jobs which might be available for unqualified school leavers
- the relatively low pay which such jobs attract
- the need to think long term
- the possibility of going to college to re-sit certain GCSE subjects e.g. English and Maths
- the possibility of going into some form of educational training, whilst in employment (e.g. apprenticeship scheme).

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 13-14 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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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 (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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