

GCSE

Edexcel GCSE

English A (1203 5H) 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 extract from the Maximuscle catalogue *Your guide to achieving your physique and sporting goals*.

What is the extract's purpose and how successful is it in achieving this?

You should comment on the following:

- the content of the leaflet
- the use of language
- design features, including layout and photographs
- 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 extract presents ideas, images and comments about goal achievement in relation to nutritional supplements
- 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 select and comment on textual details in a variety of ways. The following section illustrates some of the possible points which candidates may make but examiners should 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.

Content of the extract

- identification of its primary and secondary purposes: **either** a guide for individuals to increase their physique and achieve their sporting goals, through exercise, effective diet and nutritional supplements; **or** an advert for *Maximuscle's* various nutritional supplements; **or** a combination of both
- emotive content
 - images of young, slim, healthy, fit, sporting individuals on left hand side of extract
 - appeal to men **and** women
 - direct link between achievement of goals and how to achieve them – “Choose your goal...and take the right products to get you there.”
 - direct address to reader – “If you’re looking for nutritional products...” ; “...you need to train hard.”
- accessibility and ease of achievement
 - “To make it really easy.....”
 - “...you’ll find this easy step-by-step process...”
- abundance of technical/trade-marked products with emotive titles
 - Cyclone, Recovermax, Promax, Creatamax

Use of language

- Use of compound and complex sentences to give impression of veritas
- Conditionals
 - “If you’re looking for nutritional products...you’ll need extra protein and some creatin.”
 - “If you’re suffering from fatigue...extra carbs taken...will increase...”
- Directives
 - “Take Promax daily”; “Take Prograin 2-3 times daily”; “Take Viper before and during training” etc
- Technical lexis
 - Lean muscles; calorie-controlled; high-protein meal replacements; energy, rehydration and recovery, etc
 - trade marked products – Promax, Creatin, Thermobol, ZMA, etc
- Lexical link between trade-marked products and their suggestive purpose eg Recovermax
- Emotive adjectives – lean, nutritional, regular, calorie-controlled, healthy, toned, extra, effective, performance, etc

Design features, including layout and photographs

- Use of colour throughout extract
- Positive images
- Different coloured arrows leading from images to products
- Exemplar intake of products linked to exercise, diet and lifestyle regime, to achieve physique
 - clearly set out in list format
 - use of “ticks” (positive connotations)
 - use of boxing of text on right-hand side of extract
- “People who can benefit” – list of particular types of sports persons for whom each goal and nutritional plan is most appropriate
- Colour-shaded text on right-hand side of extract indicating where more detailed information on the four products highlighted can be found.

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. You are speaking in a class debate on the following topic: *“A fit and healthy lifestyle is essential to the well-being of the younger generation as a whole.”*

Write the text of the speech which you would make to argue for **or** against this topic.

(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 this question and in a variety of ways, and their judgements and perceptions will inevitably not always co-incide 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 arguments and 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:

- the importance of educating young people on both the specific and general benefits of following a healthy and nutritious diet
- the benefits which regular exercise and sport can bring, as an essential part of school life
- the need to balance ‘non-active’ recreational pursuits – like playing computer games and watching TV – with the pursuit of exercise and sporting activities
- the potential long-term drain on health resources which could result from a youth population which is over-obese.
- the importance of personal choice in balancing aspects of a healthy and “non-healthy” lifestyle
- peer group or cultural pressure to indulge in regular exercise.

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 7-8 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

3. Your school or college is in financial difficulties. In order to balance the annual budget it is considering selling part of the playing fields to a property developer.

Write a letter persuading your local Member of Parliament **either** to support **or** to oppose the sale of part of the playing fields.

(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 this question and the prompts which form the bullet points, in a variety of ways, and their judgements and perceptions will inevitably not always co-incide 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 arguments and 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:

- the importance of sport and regular exercise as part of the school curriculum and therefore, the related need to ensure that schools' sports fields are available to host such activities
- the health implications of denying an active sporting curriculum within school
- the schools' sports curriculum as an early breeding ground for sporting excellence in the future
- the impossibility of replacing school playing fields once they have been built upon for housing, business, commercial use etc.
- balancing the need for school playing fields against the need for various types of property development, for example housing, schools, supermarkets
- the environmental benefits of retaining green field sites.

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 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 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 a friend who joined a gym shortly after having been inspired by watching the Olympic or Commonwealth Games on television. Write an article for a magazine reviewing the reasons why people join or attend gyms at certain times of the year rather than others.

(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:

- comments on how sporting excellence amongst professionals can inspire others to try to emulate their achievements
- comments on how such inspiration might be a particularly attractive option for those individuals who are especially inactive or overweight
- seasonal fluctuations in gym membership or attendance
- questioning how effective in the long term, the taking up of exercise at a gym really is e.g.
 - the sheer hard work of exercising, particularly as one gets older
 - the availability of less exhausting alternatives
 - the long-term costs of gym membership
 - the lack of time
 - professional sportspersons are usually ‘driven’ to achieve excellence, the ‘amateur’, less so.

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. “It’s not the winning that’s important; it’s the taking part.”

“Winning is everything; nobody remembers those who come second.”

Analyse both opinions in relation to sport, recreation, careers, or any other context of your choice, and comment on why you agree with one view more than the other.

(Total for Section C: 25 marks for Writing)

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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 reference to **both** viewpoints – with candidates either referring to each separately, or as one would expect with more successful answers, moving more freely between each viewpoint as they formulate their response.
- in relation to the “It’s not the winning...” viewpoint, candidates might make the following points:
 - success, no matter how worthwhile in itself, is always transient
 - there is always someone who will emerge to challenge you for the ‘No. 1 Spot’
 - the importance of achieving a level of personal satisfaction and peace of mind at one’s own achievements, no matter how great or small
 - the dangers of pursuing a goal or target at the exclusion of other important aspects of life e.g. personal or family relationships
 - ‘winners’ are not necessarily nice people!
 - reference to the physical stress and dangers involved in striving to be the best.
- in relation to the “Winning is everything...” viewpoint, candidates might make the following points:
 - that there is little point in getting involved in any competitive activity unless you intend to win
 - that in order to grow as individuals we need to keep testing our skills and abilities against external factors and measures
 - the importance of setting personal goals and the exhilaration in striving to achieve them - both emotional and physical self-satisfaction
 - the potential rewards which being the best can command – financial, status, power, authority etc.
 - you can be successful without being ruthless.

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
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