

Mark Scheme (Results)

Summer 2007

GCSE

GCSE English A (1203/3F)

1203/3F: Media (Unseen)

SECTION A: UNSEEN MEDIA

You must answer the question in this section.

You should spend about 40 minutes on this question.

1. How well does the leaflet, *youth@WORK ,slc* , produced by South Lanarkshire Council in Scotland, achieve its purpose?

You should say what the main purpose is and 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.

Support your answer with examples from the text.

(Total for Section A: 25 marks for Reading)

Assessment Objectives:

- evaluate how information is presented
- 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:

- **identifying the main purpose, that of helping young people to understand the regulations about part-time working**
- the ways in which the leaflet presents ideas, images and comments about the regulations relating to school pupils who have part-time jobs
- 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 identification of purpose - an advice sheet for young people on the regulations relating to school pupils who have part-time jobs
- things that you need to know before you start looking for a part-time job - work permits, hours of work, jobs that you cannot do, health and safety issues, changes in the law relating to 13 year-olds
- the jobs which young people are not permitted to do
- the conditions in which they are not allowed to work
- where to seek further information
- the fact that the information provided is only for general guidance and that more specific information should be sought from guidance teachers
- useful telephone numbers where detailed guidance and assistance can be provided

Use of language

- generally, clearly structured, sequential language throughout
- use of the second person "you" addresses the reader direct, hence personalising the information with the purpose of having most impact
- instructional language, mainly in standard form
- syntactically, short, simple sentences
- informative and to the point - sparse use of figurative language, e.g. relatively few adjectives
- authoritative language showing this to be an important initiative - e.g. "A Community Safety Initiative Promoting Health and Safety at Work"
- use of cautionary language - e.g. "The information contained in this leaflet should only serve as a guide. For further information, contact your guidance teacher."

Design features, including layout and photographs

- effective use of bullet points and related space in the section setting out the 'conditions' but also on the penultimate 'page'
- good use of white space in the title section (first page) - where optimum impact on the reader is achieved
- the contrasting colours used in the leaflet, of mainly white with blue and yellow, are particularly eye-catching
- in terms of the illustrations and photographs, there is a clear equal opportunities flavour with the inclusion of the young non-white female; and the gender spread of both boys and girls - in this respect, there is a clear appeal to a teenage audience, with the boy (in hood) on the bike and the girl with clothes on her arm, smartly, but casually dressed
- the faded image of the boy works well - conveying the image of a bored young person to whom part-time work might particularly appeal
- the contrasting combination of horizontal and vertical setting of headline information gives added impact
- the different fonts used add variety and hold the reader's interest, e.g.
 - contrasting white and blue typefaces
 - the use of the horizontal coloured bars with filled 'dot'
 - the use of the symbol "@" and the mirroring of an email address for the title of the leaflet again may appeal to young people
 - the informal typeface used for conveying the bulk of the information appeals to the intended audience

NB Candidates are expected to evaluate the extent to which the leaflet achieves its purpose, and they may therefore differ in their views of how successful it is.

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 28 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. A growing number of young people at school or college have part-time jobs. You and a small number of other students have been asked for your views on the matter.

Write a report for the school or college council setting out the arguments for and against students having part-time jobs.

(Total for Section B: 25 marks for Writing)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- 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 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 of assessment is the **quality of the writing and the effective and logical development of arguments and ideas**. An appropriate written register will need to be adopted for a report for a school or college council, with language suitable to the task.

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, but candidates should include points both for and against:

- FOR
 - supplement income both for family and yourself
 - gain a degree of self-discipline, increase self-confidence and gain a measure of independence
 - become accustomed to the world of work
 - get you into a routine
 - gain wider experience of the world outside schools or colleges and of working people
- AGAINST
 - distract from school studies
 - increase the overall amount of work which you have to do
 - increase the things that you want to buy (increased notion of consumerism)
 - spend less leisure time with family and friends
 - increase weariness in class, decrease concentration levels

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 32-33 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

3. Some students have a worthwhile time on work experience or community service, while others do not.

Write a letter to the organiser of the scheme, advising them on how they could make work experience or community service a positive experience for all involved.

(Total for Section B: 25 marks for Writing)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- 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 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 of assessment is the **quality of the writing and the clarity of the advice**. An appropriate written register will need to be adopted for a letter to the organiser of such a scheme, with language suitable to the task. The writing is therefore likely to be relatively formal.

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 main purpose of the letter is to advise an organiser of work experience or community service how to make the experience positive for all those involved. Candidates should draw attention to what they see as the conditions for a successful experience and the opportunities that should be provided. They may refer to such matters as:
 - making sure students know what is expected of them, for example:
 - honesty
 - reliability
 - punctuality
 - presentable appearance
 - application to the work and tasks
 - flexibility (e.g. a willingness to work longer hours, extra shifts at short notice etc.)
 - helping students to get to know the staff and how to work effectively with them
 - setting up clear, definite routines for the students to follow
 - offering a range of opportunities that are stimulating and challenging
 - establishing sympathetic and positive relationships between the students and those they work with
 - opportunities to show initiative where appropriate.

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 34-35 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 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. "We learn best when we are happy and really interested in the subject which we are studying".

Write an article for the school or college magazine reviewing the subject or subjects which you enjoy best and giving the reasons why.

(Total for Section C: 25 marks for Writing)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- 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 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 of assessment is the **quality of the writing and the effectiveness and clarity of the review**. An appropriate written register will need to be adopted for an article for a school or college magazine, with language suitable to the task.

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 students like more academic subjects, while others like artistic, creative, sporting or other practical subjects. The choice of subject is up to the student; what matters is the reasoning behind the choice. Some examples are offered, but these do not cover the full range of the curriculum, so other subjects are equally possible.

- The quality of teaching can make a big difference to how interested students are
- Students often like subjects which they feel will be useful to them as adults
- Students like to acquire skills, such as computing, which prepare them for working life
- Students often like subjects they understand easily and are good at: these can give them confidence and self-esteem
- Students who like travelling may enjoy the study of modern foreign languages, history or geography.
- Students may enjoy physical education because they like to be out of doors participating actively in sports rather than sitting behind a desk
- Students may like science because of the opportunity to do experiments and see how things work
- Students may enjoy the opportunity to read literature for pleasure or to write creatively
- Students may enjoy problem-solving challenges, for example in mathematics.

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 37-38 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

5. Comment on how well you think schools or colleges prepare students for leaving and for the world outside school.

(Total for Section C: 25 marks for Writing)

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- 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 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 of assessment is the **quality of the writing** and the **clarity of the comment**. No specific audience or context is given. Candidates are free to adopt whatever style of writing they wish, though most are likely to adopt the essay form.

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, and candidates may feel that schools or colleges either do or do not address such issues effectively:

- careers advice and guidance, including careers fairs
- work experience, to explore possible careers
- preparation for the world of work, including enterprise activities
- contacts with employers
- the skills and experience necessary for employment
- citizenship and personal, social and health education (parenthood, politics, finance, eg)
- studying subjects that are relevant to them
- learning to get on with others/live in a varied, multi-cultural society (information, tolerance, eg)
- advice on leaving a school or college environment and how to adjust to a less-protected world
- opportunities to take responsibility, use initiative or become independent.

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 39-40 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
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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 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