

Mark Scheme Results

Summer 2007

GCSE

GCSE English A (1203/5H)

1203/5H: 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 *Sssilent Killer*, produced by The National Health Service (NHS) in Scotland, achieve its purpose?

You should say what the main purpose is and comment on the following:

- the content of the leaflet - including why you think this particular title was chosen
- 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:

- the ways in which the leaflet presents ideas, images and comments about the dangers of passive smoking
- 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 in the question 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

- identification of the primary purpose which is to raise awareness of the serious health dangers involved in passive smoking
- identification of the central factual information about passive smoking contained in the sections "What is 'passive smoking'?", "Why am I at risk?", "What does passive smoking do to my health?", "What about smoking in my workplace?", "What about my kids?" and "Can't the smoke just be sucked away by fans and extractors?"
- the title and straplines *Sssilent Killers - Passive Smoking - Unclouding the issue* suggest that there is an urgent and real need to clarify what passive smoking is, and its effects on the individual
- the personalisation of the section "So what can I do?" provides added impact on the reader i.e. it is a call to individual or personal action to raise awareness about the issue
- for those interested in pursuing the issue, three further leaflets are suggested and details provided on how they can be obtained; also, contact details are given for *Health Scotland* which produced the leaflet, including a URL
- the NHS (Scotland) logo on the final page gives the leaflet added kudos and authority.

Use of language

- the repetition of the letter 'S' in the title (*Sssilent Killer*) is effective in linking to the visual images of the snakes which appear in the main photographs
- the word 'Killer' is particularly evocative in stressing the dangers to health of passive smoking
- the use of 'unclouding' links effectively to the visual reality of the fumes which smokers exhale, and equally, suggests the clarity which is one of the main purposes of the leaflet
- the use of the question and answer technique in the main headings of the text - "What is 'passive smoking'?" etc. is an effective way of conveying factual information and maximising the effect on the reader
- the personalisation of the language - use of 1st person "I" and 2nd person "You", also use of "My", helps to create the maximum effect on the reader
- the use of single inverted commas in the heading "What is 'passive smoking'?" suggests a certain irony in the use of the term *passive smoking* i.e. no smoking is passive because of the ultimate effect which it has on the health of those subjected to it
- the use of conversational style throughout (eg "stomping over", "it just won't work", "kids") mixed with more formal terminology is not patronising and implies a strong bond between reader and writer.

Design features, including layout and photographs

- the effect of the use of colour - three full colour photographs engage the reader's attention. The mixture of blue and white background adds variety. Blue headlines at the beginning of each section enables the reader to navigate the text successfully

- the title and the way it is presented on the page (wispy smoke-like) suggest the stealthy movement of a snake, getting everywhere
- the strapline *Passive Smoking - Unclouding the issue* anchors the title and adds necessary sobriety to the leaflet; it also clearly sets out the primary purpose of the leaflet
- the use of the visual of the baby in a domestic setting immediately above the title is particularly effective i.e. it suggests the particular vulnerability of children to the dangers of inhaling 'secondary' smoke
- more generally, the three main photographs add emphasis to the text
 - the use of the baby suggests the vulnerability of children to passive smoking
 - the workers' 'canteen' relates to the dangers of smoking in the work place and the legal responsibilities of employers with regard to the health of their employees
 - the couple enjoying a drink, with the male smoking, suggests an invisible threat to his 'glamorous' female companion
- obviously, the overlay of the ghost-like snakes with fangs showing is particularly effective in conveying threat; the snakes link directly back to the title and the 'hidden dangers' involved in passive smoking
- the layout of the sections of the text is particularly effective and follows a sequential rationale of the order - What is the problem? - How does it affect me? - What can I do about it?
- the paragraphs of the text are clearly spaced and where it is felt necessary - particularly in the section "What can I do about it?" - the use of bullets adds clarity
- the use of the uncluttered Arial font reflects the clarity of the information being conveyed.

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 62 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. An article entitled *Smoker Denied Essential NHS Treatment* recently appeared in your local newspaper. The article was about a National Health Service hospital which refused to treat a patient with a smoking-related illness because, over a period of years, she had repeatedly refused to take her doctor's advice to stop smoking on health grounds.

Write a letter to the editor of the newspaper arguing either for or against the hospital's decision, giving reasons for your answer.

(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 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. An appropriate written register will need to be adopted for a letter to a local newspaper, 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:**

- For
 - patient repeatedly failed to take her doctor's advice, therefore the fact that she was refused treatment was her own fault
 - she should have been well aware of the dangers of continuing to smoke against expert advice
 - it was ultimately her own responsibility to try to keep herself healthy and free from the dangers of smoking
 - hospitals operate under continual financial constraints and therefore choices have to be made about who can and who cannot be treated
 - there were more deserving cases for the hospital to treat i.e. perhaps those who had heeded the advice of doctors

- many treatments are very expensive and should be afforded to those who do not deliberately abuse their bodies by smoking
- **Against**
 - health is such an important issue that there should be a universal right to treatment, whatever the circumstances
 - doctors take an oath (Hippocratic) when they become doctors to treat all patients regardless of the illness or its causes
 - once doctors start to make choices about which patients they are going to treat and those that they are not, personal values, preferences and prejudices come into play with the effect that certain illnesses and certain patients are denied treatment at the whim of individual doctors - and this is unfair!
 - the NHS is funded from National Insurance and Income Tax which all of us have to pay (at least in theory), even smokers who do not heed medical advice. Indeed, it could be argued that smokers contribute more to the funding because of the high tax paid on tobacco.

In summary, successful answers will:

- convey to the reader argument 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 67-68 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

3. Write an article for the school or college magazine arguing against an example of discrimination that you feel strongly about. You may choose to write about discrimination based on one of the following:

- race
- age
- disability
- gender
- any other type of discrimination.

(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 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. An appropriate written register will need to be adopted for an article 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:

- Whichever context is chosen the following might be cited in support:
 - the 'facts' relating to the context chosen e.g. that each context is underpinned in law by the principle of equality and human rights
 - the provision of instances of prejudice relating to the respective contexts and the absurdity of the prejudice e.g. that individuals with a physical disability are incapable of performing tasks which require a high level of intellectual input; or that women cannot perform physically demanding occupations (engineers, bus drivers, surveyors etc.)
 - that those individuals who are discriminated against have recourse to seek legal redress of any complaint which they may have
 - that it is important to combat ignorance based on prejudice because of the effects which it can have on the individuals concerned, but equally importantly, the effects which it can have in misinforming public opinion and pandering to those who seek to gain an advantage from this misinformation.

In summary, successful answers will:

- convey to the reader argument 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 67-68 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. Some countries have introduced a total ban on smoking in public places, such as hotels, pubs, restaurants, shops and workplaces.

Comment on whether you agree or disagree with these moves to limit, or ban totally, smoking in public places, giving reasons for your point of view.

(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 for assessment is the **quality of the writing and the clarity of advice**. It is important for examiners to be alert to unusual responses which are effectively written. 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:**

- For
 - smoking is bad for the health of those who smoke, and they need to be protected from themselves, if necessary, by the use of the law
 - non-smokers should not have to be subjected to the unhealthy effects of smokers ('passive smoking')
 - smoking is a filthy habit and smells e.g. it leaves odours on the clothes of anyone who comes into the company of smokers
 - you should be able to enjoy a meal, a drink, work, shopping etc. without being subjected to the experience of smoke

- even designated smoking areas in restaurants etc. do not adequately protect non-smokers from inhaling 'secondary' smoke; extractor fans can help, but not totally!
- **Against**
 - smoking is a matter of personal choice, and if people choose to indulge in it, that is their choice and right
 - if non-smokers don't like mixing with smokers in public places, they can choose not to go into the places where smokers are allowed to smoke
 - if someone wants to smoke it is their choice, even if they are aware of the health hazards
 - some people find smoking enjoyable and pleasurable and should be allowed to do so if they want
 - designated smoking areas in public places allow for both the interests of smokers and non-smokers.

In summary, successful answers will:

- convey to the reader 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 72-73 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

5. Most schools and colleges organise foreign trips for their students. Analyse the advantages and disadvantages of such trips.

(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 for assessment is the **quality of the writing and the effectiveness and clarity of the analysis**. It is important for examiners to be alert to unusual responses which are effectively written. 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:

Advantages:

- Travel broadens the mind - helps you understand other people, enjoy new experiences, learn more about life
- Activities abroad can be enjoyable (eg, skiing, hiking), educational (eg, sites, museums), exciting (eg, white water rafting, mountain climbing)
- The trip can help you learn another language and communicate better
- The trip can contribute to improvement in examination performance in a number of subjects (eg languages, history, geography)
- Going in a group is good socially - company, parties, sharing experiences
- Groups are led by experts (teachers, instructors, trainers).

Disadvantages:

- You can be dragged to places you have no interest in, rather than doing what you want to
- There are dangers of accidents and illnesses
- Trips can be very expensive and hence deter many students
- The other people in the group can get on your nerves by the way they behave
- Other countries often do not speak English, so communication can be difficult
- There are long journeys which can be very boring.

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 72-73 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

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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
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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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