

Mark Scheme (Results)

Summer 2008

GCSE

GCSE English A (1203/3F)

SECTION A: UNSEEN MEDIA

Question Number	Indicative content	Mark
1	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the ways in which the leaflet and the webpage present ideas, images and comments about problems concerned with water supplies and how it is possible to help • ways in which the content, headlines, language, photographs and any other features of layout and design contribute to particular effects and impressions of the issues related to water • explaining and justifying a personal response to the materials on WaterAid • using textual evidence to substantiate points made. <p>Candidates are free to interpret textual details in a variety of ways. The following section represents a likely reading of the texts 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.</p> <p>Candidates are required to address the bullet points by selecting what they regard as the most relevant or important aspects of the texts. 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.</p> <p><u>Content of the leaflet</u></p> <ul style="list-style-type: none"> • clear and direct reference to what £2/£5/£10 a month can do over a year • dangers from water-related diseases (life or death situations) through lack of sanitation • the beneficial effects that donations can have: multiplying - from 'one' to a family to 'whole communities' • contact address, email, phone number all prominently shown • form for donors, including gift aid • information about WaterAid showing how important it is. 	<p>Total for Section A: 25 Marks for Reading</p>

Content of the webpage

Challenge events

- explanation about fundraising challenges
- a range of opportunities to cater for individual preferences and tastes
- list of possibilities, which can be followed up by clicking on links ('Try skydiving...', 'Find out more...')

Use of language on the leaflet

- forthright appeal in initial question: 'can you honestly think...?'
- use of questions in sub-headings also, for direct appeal ('For one person... family...whole communities?')
- repetition of the word 'good', in different senses in the opening question, and of some ('someone', 'somewhere') in the letter
- dramatic emphasis on how many people die of water-borne diseases in a very short space of time ('every seven seconds, a child dies from water-related diseases'; 'in just two minutes, seven more children have died')
- stress on the individual's responsibility: 'you'/'your'
- importance of regular giving - not a 'one-off' donation ('Your regular gift could be the difference').

Use of language on the webpage

Challenge events

- direct appeal to the individual: 'you' / 'you've'
- use of dramatic rhetorical questions ('What are you waiting for?')
- also, direct imperatives: 'try', 'climb', 'go for it'
- appeal to sense of adventure and excitement; adjectives such as exciting', 'daring' and 'spectacular'

Design features of the leaflet, including layout and photographs

- lively pictures of people benefiting from WaterAids intervention: smiling, healthy girl; smiling woman and with new tap; men tending crops using newly-constructed well; smiling man filling bowl with water
- choice of colour blue (together with black and white) - colour associated with water
- WaterAid logo, with large drop of water in front
- clear, easily read font - uncluttered text
- form for direct debit easy to complete - yellow background for variety

Design features of the webpage, including layout and photographs

Challenge events

- page has different areas, with site guide and search facilities to check out links
- one (small) colour picture, giving impression of challenging activity, with impressive range of mountains
- text does not go out of its way to grab attention - small, inconspicuous headline, no sub-headings; might be considered unexciting layout?

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 5 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

Question Number	Indicative content	Mark
2	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. A variety of reasonably formal formats may be adopted appropriate to the writing of a report. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <p>The report may:</p> <ul style="list-style-type: none"> • Write persuasively about the geographical and social context • Give graphic details of the circumstances or plight of the chosen young people • Offer individual case studies to underline the message • Show why this is seen as a particularly worthwhile cause • Explain how supporting the cause will make a real difference • Offer suggestions on how money could be raised • Give the council assurance that the money will be very well spent • Offer continuing feedback so that the council knows what progress is being made. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader persuasion 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. <p>NOW REFER TO PAGES 8-9 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the ‘best fit’ approach.</p>	<p>Total for Section B: 25 Marks for Writing</p>

Question Number	Indicative content	Mark
3	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. The tone and style of the letter are likely to be relatively informal. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <p>The reasons given to try to persuade the friend (or friends) may convey:</p> <ul style="list-style-type: none"> • A clear sense of the nature of the proposed activity, with relevant detail • Why this is expected to be exciting and challenging • What the activity would do for and to the participants • What is the value of taking part • Any fund-raising aims for the activity (eg charity sponsorship), though these need not exist • The prospect of being part of a close friendship group (fun, camaraderie) • The need for commitment and fitness. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader persuasion 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. <p>NOW REFER TO PAGES 8-9 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	<p>Total for Section B: 25 Marks for Writing</p>

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

Question Number	Indicative content	Mark
4	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>The focus of assessment is the quality of the writing. The effectiveness and clarity of the analysis are also key discriminators.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. As no specific audience is mentioned, the examiner is in effect the audience. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <p>The commentary might analyse:</p> <ul style="list-style-type: none"> • how to find a venue that would reflect the nature of the celebration (looking at such options as: hiring a hall, renting a marquee, using one’s own home, going to a hotel or restaurant, visiting a nightclub) • what the overall budget for the event should be and how the costs would be apportioned to such headings as: travel, hiring venue, food, drink, clothes, entertainment (DJ, band, karaoke, magician, comedian) • what the guest list should look like: age of guests; whether children or adults are invited; family, friends, people invited because of their position, open invitation • timing and schedule of events - start/finish times; music, special features such as sports or games, meals. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader comment and analysis 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. <p>NOW REFER TO PAGES 12-13 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the ‘best fit’ approach.</p>	<p>Total for Section C: 25 Marks for Writing</p>

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5	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • 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. <p>The focus of assessment is the quality of the writing. The effectiveness and clarity of the analysis are also key discriminators.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. As no specific audience is mentioned, the examiner is in effect the audience. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <p>The review might include:</p> <ul style="list-style-type: none"> • comment on what the product is and why it is seen as different and worth buying • features of overall design (start/finish; use of space; interplay of words and images) • focus on the visual imagery and presentation: eye-catching features; vivid impression of the product; unusual details; use of logo or image brand eg to promote particular lifestyle • use of captions, headlines, slogans or other words (dialogue, eg, on television ad) • emphasis on value for money (special offer, undercutting competitors) <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader review and 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. <p>NOW REFER TO PAGES 12-13 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	<p>Total for Section C: 25 Marks for Writing</p>

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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