

Mark Scheme (Results) November 2009

GCSE

GCSE English A (1203)
Paper 3F - Media Un-seen

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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 letter and advertisement present ideas, images and comments about supporting animals through charitable actions • 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. <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. for each of the two items, to address the 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 carefully evaluated textual evidence.</p> <p><u>Content of the letter</u></p> <ul style="list-style-type: none"> • starts by referring back to an earlier contact (questionnaire) - this may be spurious: attempt to make reader feel already sucked in/committed • stresses idea of becoming a 'Best Friend' • refers to large numbers of pets helped by PDSA • lists different types of animal • talks about financial contribution needed • gives average costs (£140 per animal) • stresses how 'special' Best Friends are • hopes to welcome the reader as a Best Friend 	<p>Total for Section A: 25 Marks for Reading</p>

Use of language

- personalised letter head, giving reader's name, and 'Dear ...'
- use of personal pronouns, to emphasise address to individual ('You ...', 'I'd ...')
- thanking reader for previous kindness (may or may not be true)
- '... animal lovers, like you': again tries to make reader identify with the cause
- repetition: 'sick and injured' (three times)
- examples of particular sick animals for emotional effect: 'the pensioner's canary'
- language stresses the special/unusual response asked for: 'very special', 'extra-special', 'out of the ordinary'
- appeals to reader's finer feelings: 'kindness', 'generosity'
- rhetorical question appeals directly (single sentence paragraph): 'Can you help in this way?'

Design features, including layout and photographs

- small inset colour photograph of man with dog: direct appeal, with words 'Give Something Back' in larger font
- small picture of appealing puppy (black and white) at foot of page
- reference to phone number and website on credit card-sized insert, next to some more appealing animals (dog + kittens), with pictures of young animals stressing vulnerability; use of reversing effect (white on blue background)
- use of 'PS' to thank readers and to remind them to fill in the banker's order form
- small print less expensive option at end, in shaded box

Content of the advertisement

- small amount of text, presented as 'personal profile' of the ferret
- focuses on ferret's 'likes and dislikes'
- short 'story' explains why Godfrey the ferret is needing a new home
- invites reader to adopt Godfrey
- gives details of RSPCA website or the Animal Centre where Godfrey has been taken

Use of language

- note form at start: not full sentences - lists of items
- story given in simple words, bare bones
- includes RSPCA's claims about ferrets (sounds more authoritative)
- but also has amusing final sentence where Godfrey is imagined as making a personal statement
- brief, factual reference to how to follow up the feature

Design features, including layout and photographs

- has headline (all capitals) which suggests a regular feature in the newspaper
- but stamped over the picture are the words 'RSPCA week', which show this is a special week
- Godfrey's name also superimposed on the picture - as though on a name badge
- most of the space is given to the colour picture of Godfrey being held: close up on his face
- single column for the 'profile': small type, clear, simple font; bold type for headings
- orange bordered box

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	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

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 answer needs to show a sense of an appropriate form for a talk addressed to the intended audience, although there is no single approved way of presenting this. The tone and style should reflect the context and show the importance of 'persuasion'.</p> <p>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.</p> <p>Candidates are likely to focus on persuading people to take part and explaining the nature of their chosen cause and saying why they feel this is so worthwhile. They may include such points as the following:</p> <ul style="list-style-type: none"> • why it would have more impact if lots of people take part • it is a good advertisement for their school or college • it would provide healthy exercise • it would be good fun • this is a unique cause, covering an area which would otherwise be neglected • it is an excellent, well-established cause (world/market leader) • it is particularly efficient, making sure that the money gets to where it is needed • it is successful and effective at doing what it sets out to do • it is desperately short of funds and relies on charitable donations • it is particularly important in the locality where it works. <p>In summary, successful answers will:</p>	<p>Total for Section B: 25 Marks for Writing</p>

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| | <ul style="list-style-type: none">• persuade the listener that this is a good cause deserving support• maintain a clear focus on relevant issues• present a clear structure for a talk, 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 10-11 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

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. A suitable register should be adopted for writing to a friend. Some effective answers will make little or no use of the indicative content suggested below, but will be giving clear advice.</p> <p>Candidates may write in favour or against the idea of getting a pet. Ideas may include:</p> <ul style="list-style-type: none"> • choice of pet is important • pets are company/ prevent loneliness • birds are quite happy in a confined space • it is fine to keep dogs in a flat as long as you remember to give them plenty of exercise • people ought to be able to do as they like in their own home • take in to account the cost of pet ownership • cruel to keep pets in confined space • large dogs need space; it is hard to give them enough exercise • birds should be allowed to fly free, not imprisoned in a cage • you need to think about others who live nearby • difficult to give them enough time • they might become sick or distressed. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader clear advice • maintain a clear focus on relevant issues • express ideas clearly and precisely, supported by effective paragraphing and the use of cohesive devices • 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>Total for Section B: 25 Marks for Writing</p>

	<p>NOW REFER TO PAGES 10-11 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p>	
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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 (e.g. 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 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. Any suitable format is acceptable, since no particular form is prescribed. The audience is not specified, so candidates may choose who they wish to write for, or the examiner may be taken to be the audience. They should aim to show the reasons for their choice, focusing on the idea of a holiday where money is no object and which they are unlikely to repeat ('once-in-a-lifetime'). It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <ul style="list-style-type: none"> • choice between UK-based holiday and one abroad, requiring short-haul or long-haul flights (candidates may refer to 'carbon footprint' arguments about transport) • choice between 'do nothing' (sand/sea) type of holiday and adventure /activity holiday • choice between going with friends, going on their own, going with family • choice between hotel/villa/apartment/camping/safari/cruiser boat/yacht, etc • reasons for choice: may be such things as: somewhere they have always wanted to go; somewhere really inaccessible or unusual (for example, a destination in space); somewhere extremely expensive. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader review of options and reasoned choices • 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 	<p>Total for Section C: 25 Marks for Writing</p>

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| | <ul style="list-style-type: none">• employ a range of appropriate vocabulary• show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling. | |
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NOW REFER TO PAGES 16-17 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

Question Number	Indicative content	Mark
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 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. Any suitable format is acceptable, since no particular form is prescribed. The audience is not specified, so candidates may choose who they wish to write for, or the examiner may be taken to be the audience. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below.</p> <ul style="list-style-type: none"> • Working animals. Candidates may refer to such human/animal partnerships as those with working dogs (sheepdogs) or horses; they may refer to the use of animals as at circuses or other entertainments, or to carry humans or be used as pack animals for heavy loads (e.g. elephants, donkeys, camels - in different parts of the world). • Animals in the wild. Candidates may refer to the endangered species needing protection for the future of the planet (ecosystems, food chains). Animals are also an important resource for holidays: safari parks, wild life reserves. • Using animals for food. Candidates may question the ethics of this - e.g., vegetarians, vegans. Or they may take pleasure in the various kinds of meat/fish available, perhaps arguing this is necessary for our health/survival. • Using animals for research. Candidates may question the ethics of this - e.g., using animals to test cosmetics or drugs. Or, some candidates may argue that it is preferable to test these things on animals rather than on humans. <p>Although pets are not mentioned in the bullet points, some candidates may choose to write about them and should not be penalised for doing so.</p> <ul style="list-style-type: none"> • Pets. Candidates may refer to the variety of animals kept domestically, as well as the more obvious choices (cats, dogs, hamsters, pet birds). They may discuss how reliant some people are on these pets for companionship (eg old people or children). Taking pets for a walk can also be good 	<p>Total for Section C: 25 Marks for Writing</p>

for giving people exercise.

NB Candidates may well adopt different lines of comment, since the four bullet points are only suggestions. Look out for interesting or unusual viewpoints about the relationship between humans and animals.

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 16-17 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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WRITING MARK SCHEME

The 'Best Fit' Approach

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Assessment Objectives 1 and 2

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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

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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 (e.g. 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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