

Mark Scheme (Results) November 2009

GCSE

GCSE English A (1203)
Paper 5H - 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 leaflet present ideas, images and comments about the work of the RSPB • 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 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.</p> <p><u>Content of the letter</u></p> <ul style="list-style-type: none"> • focus on bird's appearance in natural setting, with fox and sunset description • reference to an 'RSPB moment' - connecting with nature • effect of such moments on the individual's emotions/passions • information on what RSPB does - its size and importance: biggest UK charity... over 130,000 hectares... • stresses campaign against habitat destruction; conservation; lobbying for laws/policies • talks about privileges of membership - visiting reserves; amazing sightings; new members' pack • appeal to join <p><u>Use of language</u></p> <ul style="list-style-type: none"> • strongly emotive appeal, with vivid (sentimental?) natural descriptions • rhetorical questions (frequent - overused?) • factual information: jargon about ecology • idiomatic/colloquial expressions • direct address - 2nd person, personalised address and name 	<p>Total for Section A: 25 Marks for Reading</p>

Design features, including layout and photographs

- quotation at top right, where the sender's address would normally appear - eye-catching
- logo
- use of personalised signature
- section headings - centred on page - more use of rhetorical questions
- mainly black but with blue headings
- enlarged font for vice-president's 'moment', at top right

Content of the leaflet

- **right-hand side:** wording focuses on the importance of taking steps to help house sparrows
- suggestions of specific measures that can be taken easily in the short-term
- also points out that longer-term measures are needed, which require funding
- **left-hand side:** information on what can be done to save the pictured birds
- use of graph to depict vividly the changes over recent years
- details on how to join

Use of language

- direct appeal to reader (you)
- repetition: 'for birds, for people, for ever'
- stress on 'simple' steps - 'three-point plan'
- factual account of threat (supported by graph)
- dramatic language - 'save', SOS (save our songbirds)

Design features, including layout and photographs

- very strong use of colour photographs of house sparrow (right-hand side) and threatened birds (left-hand side)
- headlines in larger font and with some key phrases emboldened ('you', 'house sparrow', 'save' and 'vital')
- graph to give sense of statistical significance of decline of skylark, house sparrow and turtle dove
- use of graph with captions
- use of white print on black with the photographs
- square coloured bullet points (pink/purple, blue/yellow), superimposed on picture with details of decline
- more information to be found at www.rspb.org.uk

Candidates are not expected to comment on all of the possible points of detail. They may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

NOW REFER TO PAGE 4 FOR THE ASSESSMENT OBJECTIVE GRID.

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

READING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
8-10	Fair understanding of the text Some interpretative comment	Some understanding of language An attempt to evaluate use of language	Valid points Some development Some relevant textual support
11-13	Generally sound grasp of the text Reasonably secure interpretation	Fair understanding of language Reasonably sound evaluation of the use of language	Mostly clear points Some reasonable development Generally appropriate examples/ references
14-16	Sound grasp of the text Secure interpretation	Clear understanding of language Sound evaluation of the use of language	A range of relevant points Reasonable development Appropriate examples/references
17-19	Thorough understanding of the text Thoughtful interpretation	Good analysis of language Thoughtful evaluation of the use of language	A good range of well-focused points Sustained development Apt use of examples/references
20-22	Assured understanding of the text Perceptive interpretation	Confident analysis of language Sensitive evaluation of the use of language	A variety of perceptive points Coherent and fully developed ideas Effective use of apposite examples/references
23-25	Impressive command of the text Cogent interpretation	Penetrating analysis of language Sophisticated evaluation of the use of language	A variety of astute and discriminating points Commanding exploration of ideas Deft use of apposite examples/ references

This extension to the scale is only for use in circumstances where candidates clearly perform below the normal range on this question for this tier.

0-1	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

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 speech to an audience (NB it is not stated which audience), although there is no single approved way of setting out such a speech. The tone and style should reflect the context and be reasonably formal, in terms of following the conventions for a formal debating type of speech.</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 such issues as:</p> <ul style="list-style-type: none"> • (for those who agree) the very large number of charities devoted to encouraging people to give to animal charity • why appealing for support for animals might tug at emotional heartstrings in a particularly effective way • the national sentimentality about pets, which can often crowd out considerations about human beings • (for those who disagree) the very large numbers of people-centred charities, which give the lie to any impression that we are over-attached to animal charities. • the financial commitment that people make to charities of different sorts - evidence that suggests we are more, not less, inclined towards supporting people in need • when it comes to the crunch, people are more deserving of our support than are animals: charity begins at home • presenting an argument that is based on factual and logical argument, rather than sheer emotion. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader clearly-presented argument that is 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, especially given the oral nature of the assignment 	<p>Total for Section B: 25 Marks for Writing</p>

	<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. <p>NOW REFER TO PAGES 9-10 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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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 answer needs to show a sense of an appropriate letter form to the stated audience, although there is no single approved way of setting out a letter. The opening should be addressed to the editor (e.g. Dear Sir/Madam, Sir, or use a name), and may have an appropriate conclusion (Yours faithfully/sincerely). Headings or addresses are not required. The tone and style should reflect the context and be reasonably formal.</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 how the rest of the local environment is likely to be affected by this introduction, and whether or not this development will be one that adds to or detracts, from the overall environment or is one that considers fully the needs of the animals.</p> <p>Those in favour may mention:</p> <ul style="list-style-type: none"> • the educational value, helping people (particularly children) to understand nature and animals • a way of attracting people, and hence money, into the area • the possible contribution to wild life preservation (e.g. endangered species) • the fascination of seeing unusual species. <p>Those against may argue:</p> <ul style="list-style-type: none"> • the creation of such an attraction may lead to the destruction of existing habitats/amenities • the disadvantages/cruelty of keeping wild animals in captivity • the lack of local interest in such a new development • that such a site is unnecessary because there is sufficient provision in the area of similar facilities • that it would be far better to use the site for a different project (e.g. new football stadium). <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader argument relevant to the chosen question • maintain a clear focus on relevant issues 	<p>Total for Section B: 25 Marks for Writing</p>

	<ul style="list-style-type: none">• 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 9-10 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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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. The audience is not specified, so candidates may choose who to write for, or it may be assumed that the examiner is the intended 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"> • some surprising event/time that thrilled/amazed/shocked the candidate because of its complete unexpectedness • something the candidate had been looking forward to as a 'special celebration' (birthday or other special 'treat') • a visit to a place or an event that proved memorable • something that happened which the candidate feels made a great difference to his/her life • a happy outcome to a difficult situation (for example, a relative's recovery from illness or a reconciliation with a friend/family member). <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • 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. <p>NOW REFER TO PAGES 14-15 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>

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. The audience is not specified, so candidates may choose who to write for, or it may be assumed that the examiner is the intended audience. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <p>What they like:</p> <ul style="list-style-type: none"> • amusing/witty advertisements that make them wish to watch/read on • methods that give clear information about exactly how the membership or money will help • methods which show how people can help • facts about the charity and what it does • forms that are easy to fill in • support from famous people • pictures which are appealing and vividly show what the charity does. <p>What they do not like:</p> <ul style="list-style-type: none"> • boring leaflets, with too many words and not enough interest visually • over-emotional appeals that try to use 'emotional blackmail' • 'hard sell', where they feel pressurised to give money or join (including 'cold calls' on the telephone or unsolicited mail) • support from famous people • sentimental use of pictures • lack of information about what the charity actually does • not making it clear how they are supposed to offer support • expensive, glossy advertising campaigns which make them feel that their money may be wasted. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • 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 	<p>Total for Section C: 25 Marks for Writing</p>

	<ul style="list-style-type: none">• 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 14-15 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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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

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