

Mark Scheme (Results)

Summer 2010

GCSE

GCSE English A (1203) Paper 5H - Media (Unseen)

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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 travel brochure details convey the activities on offer • ways in which the content, headings, sub-headings, photographs and other features of layout and design contribute to the attractions and the excitement and movement conveyed • 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>Content of the ‘active adventures’ extract:</p> <ul style="list-style-type: none"> • North Cornwall has a wide range of adventure and leisure activities • Britain’s surfing capital • availability of short and long surfing courses • locations for courses - Bude, Polzeath, Widemouth, Constantine, Harlin and Watergate Bays • other water-based activities on offer: windsurfing, kayak surfing, kite-surfing, canoeing, sailing, water-skiing and parascending • inland sailing and windsurfing available on Tamar lakes and Siblyback Lake or rowing on Bude Canal • on land activities - mountain boarding, golf (links or parkland fairways) and driving ranges, angling (sea, river or lake), horse riding • leisure centres for indoor tennis, bowls, squash and tropical swimming pools • winter - ice skating at the Eden Project • further information from websites or tourist information centres. 	<p>Total for Section A: 25 marks for Reading</p>

Content of the 'Vassiliki' extract:

- caters for windsurfers of all abilities
- famous for its wind (nicknamed Eric) - gentle in the morning, for beginners, strong in afternoon: good then for intermediates and experts
- late safety cover is offered most evenings, when the winds blow
- mountain biking available for beginners (through olive groves), for intermediates (off-road tracks) and for experienced bikers (challenging mountainous routes)
- some dinghies available when not in use for children's clubs, but no sailing tuition
- dives and PADI scuba diving school courses can be pre-booked
- information provided on monthly temperatures, sunshine and wind force
- there are details of 'Eric' (Vassiliki's thermal wind).

Use of language 'active adventures' extract:

- conversational style: 'Surf's up! You don't need waves, just a hill!'
- direct address - use of 'you' invites reader to participate
- Rhetorical question: 'How about...?' for emphasis
- humorous references: 'Riding on the crest of a wave', 'Riding into the sunset', 'messaging about on the river'; use of punning: 'if you consider water sports are just too *wet...*'; 'sailing close to the wind'; 'show you the reins', 'get your skates on'
- windsurfing jargon: 'Landshark', 'Aerials', '360s', and 'Hanging Ten'
- language to contrast adventure of some water sports with 'more relaxing leisure pursuits', 'gentle row'
- best waves in Europe, 'world champion surfers'
- informative details of places and ranges of sport
- assonance 'active adventures'.

Use of language 'Vassiliki' extract:

- forceful adjectives to show quality: 'perfect', 'impressive', 'famous'
- language showing that windsurfing and biking are good for all levels: 'caters for a huge range of tastes and abilities', 'beginners enjoy gentle cruises', 'intermediates improve their skills'
- technical language for 'Eric' - a 'thermal' wind, a 'katabatic' wind
- beauty of scenery: 'shady olive groves', 'islands', 'mountainous landscapes'
- use of 'you' for direct appeal.

Design features including layout and photographs and other visual images 'active adventures' extract:

- mainly black text on white background, but red for the heading and for the leading paragraph above the pictures, as well as for email addresses and photograph details

- striking long photograph of man surfing, which covers the top half of nearly two pages
- three small inset photographs to the left: strong action shots of dinghy sailing, kayaking and beach kite boarding
- three more small photographs on the left of the right-hand page - land sports: horse riding, golf, ice skating at Eden Project
- one more small photograph of an angler fishing - bottom right-hand side above pink box containing contact details and websites
- web address is printed vertically up left-hand side of left page, below the three pictures of water sports.

Design features, including layout and photographs and other visual images 'Vassiliki' extract:

- sea-green headline ('Vassiliki, Greece') set against white page, but 'Activities' (last word) is in white, set against perfect blue sky of photograph
- there are more visual effects than writing: just over half of the page is taken up by the vivid shades of blue (sea and sky) and an action shot of a man windsurfing: good movement - white spray visible, and also the travel company Neilson logo on sail
- top part of text (down left-hand side of page) is in sea green; rest of left-hand column in black. At bottom on left-hand side, superimposed, is an 'At a Glance' section, with a bar graph of monthly temperatures in orange (sunshine colour?) and alongside it a chart of wind force details and wind information, set over the bottom left-hand corner of the windsurfing picture.

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 6 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	<ul style="list-style-type: none"> • fair understanding of the text • some interpretative comment 	<ul style="list-style-type: none"> • some understanding of language • an attempt to evaluate use of language 	<ul style="list-style-type: none"> • valid points • some development • some relevant textual support
11-13	<ul style="list-style-type: none"> • generally sound grasp of the text • reasonably secure interpretation 	<ul style="list-style-type: none"> • fair understanding of language • reasonably sound evaluation of the use of language 	<ul style="list-style-type: none"> • mostly clear points • some reasonable development • generally appropriate examples/ references
14-16	<ul style="list-style-type: none"> • sound grasp of the text • secure interpretation 	<ul style="list-style-type: none"> • clear understanding of language • sound evaluation of the use of language 	<ul style="list-style-type: none"> • a range of relevant points • reasonable development • appropriate examples/references
17-19	<ul style="list-style-type: none"> • thorough understanding of the text • thoughtful interpretation 	<ul style="list-style-type: none"> • good analysis of language • thoughtful evaluation of the use of language 	<ul style="list-style-type: none"> • a good range of well-focused points • sustained development • apt use of examples/references
20-22	<ul style="list-style-type: none"> • assured understanding of the text • perceptive interpretation 	<ul style="list-style-type: none"> • confident analysis of language • sensitive evaluation of the use of language 	<ul style="list-style-type: none"> • a variety of perceptive points • coherent and fully developed ideas • effective use of apposite examples/references
23-25	<ul style="list-style-type: none"> • impressive command of the text • cogent interpretation 	<ul style="list-style-type: none"> • Penetrating analysis of language • Sophisticated evaluation of the use of language 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • rudimentary understanding 	<ul style="list-style-type: none"> • minimal grasp of language 	<ul style="list-style-type: none"> • extremely limited content
2-4	<ul style="list-style-type: none"> • basic understanding 	<ul style="list-style-type: none"> • little awareness of language 	<ul style="list-style-type: none"> • unclear and/or undeveloped points
5-7	<ul style="list-style-type: none"> • some understanding • an attempt at interpretation 	<ul style="list-style-type: none"> • limited awareness of language 	<ul style="list-style-type: none"> • 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 following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. The specified audience consists of the friends. Any appropriate format is acceptable - it may be a letter or a spoken piece, for example, or a message sent via email. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <p>Candidates may choose either of the two destinations from Question 1:</p> <p>‘Active adventures’:</p> <ul style="list-style-type: none"> • closer, easier to get to • may be cheaper for travel/accommodation • offers a wide range of activities • is the best place in Europe to surf • they may feel they have the opportunity to be like the surfer in the picture, on the crest of a wave: good-looking, skilful, having a great time • lovely, varied scenery • British, therefore more familiar (language, food, people) <p>‘Vassiliki’:</p> <ul style="list-style-type: none"> • warmer, more reliable weather • guarantee of sunshine (see bar graph) • a famous venue for windsurfing • good winds to suit all abilities • flat, warm water • mountain biking an added attraction • lovely sea, olive groves, mountains • Abroad, therefore more ‘exotic’ food, new language, varied people. <p>Alternatively, they may choose a destination of their own, and should write about its features in a similar way, stressing why it is suitable for an activity holiday.</p> <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader clearly-presented that is 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, especially given the oral nature of the assignment • 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 11-12 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 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>Candidates are likely to include such points as the following:</p> <p>For:</p> <ul style="list-style-type: none"> • lack of domination by boys in discussions and practical work • greater concentration • greater confidence • increased work ethic • more opportunities for quieter students to develop views, self-esteem and approaches • more interaction with the teacher <p>Against:</p> <ul style="list-style-type: none"> • discrimination • unnatural separation when boys and girls will have to work together in further education/employment • against equal opportunities • greater exchange of ideas and understanding between the sexes • cost of implementation, accommodation and staffing <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader relevant argument in support of their point of view • 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 11-12 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p>	<p>Total for Section B: 25 marks for Writing</p>

	In applying the grids, bear in mind the need for the 'best fit' approach.	
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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. 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> <ul style="list-style-type: none"> • a team needs to have a shared view of what it is trying to achieve - all individuals need to work together to achieve the right results • there needs therefore to be a shared sense of vision and goals • relationships are very important - people need to get used to sharing and trusting, and they need to think in similar ways • each person's role needs to be fully understood and plans should make the best of everyone's potential contribution • as well as an overall strategy, a team needs tactical awareness, so that short-term objectives can be achieved on the way to the final goal • resources need to be harnessed effectively and efficiently • there needs to be clear leadership which the team is prepared to follow with confidence and loyalty • the key principle is unselfish cooperation - people should not be in it just for themselves • there should be a sense of pride in the team and satisfaction in its achievements. <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 	<p>Total for Section C: 25 marks for Writing</p>

	<ul style="list-style-type: none">• show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling. <p>NOW REFER TO PAGES 17-18 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
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. 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>Agree:</p> <ul style="list-style-type: none"> • times have changed for women: they are no longer expected simply to stay at home and look after children; there are many more career opportunities • there is a wide belief in more equal partnerships - husbands/partners should share the chores • some men now give up their work (or work from home) as 'house husbands' • labour-saving devices have given greater freedom, so women do not need to be chained to the stove or sink all day • women in work now have opportunities for child care - crèches/nurseries, or au pairs/home helps. <p>Disagree:</p> <ul style="list-style-type: none"> • it is important that women should still take the bulk of the responsibility, since the man is often the main breadwinner and therefore has little time to help out at home • childcare is still much more of a woman's role: fitted for it by nature and tradition • often women who are single parents simply have no choice but to do everything themselves • women ought to devote more time to their family: children often suffer from neglect if their mother is out at work when they are young, and they need their mother's love; families should come before money • men are better able to do other kinds of activity (e.g. DIY) than helping out with children or domestic duties; each sex should do what it is better fitted for. <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 	<p>Total for Section C: 25 marks for Writing</p>

	<ul style="list-style-type: none">• 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 17-18 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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