

GCE 2005

January Series



Mark Scheme

English Language B

ENB5

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Unit ENB5: Editorial Writing

General Principles

Paper ENB5 essentially asks candidates to complete a task; it is not a question paper in the conventional sense of that term. Examiners are effectively put in the role of editor, radio producer, publisher, information officer, publicity agent, or whatever, and should judge the candidates' scripts according to the understanding they display of the task, its purpose and its audience. The strength and clarity of a candidate's overall conception of what he or she is trying to do will be of paramount importance, and it is recognised (and welcomed) that a variety of general strategies and specific details of approach will be demonstrated. The setters of Paper ENB5 have made every effort to avoid suggesting particular interpretations or preferred formats for the source material, and examiners should remain as open minded as possible to candidates' choices of interpretation and representation. **Remember always the purpose of the task and the specified audience and when in doubt ask yourself "How effective would the script be for its intended user?"**

In the light of these considerations it is not appropriate to apportion percentages of marks to individual aspects of the task. Please mark positively, rewarding strengths and achievements. Inevitably weaknesses and misjudgements will also be discerned, and these will modify the mark finally given. Uncompleted scripts are rare. Such scripts will not necessarily fail but should be marked extra carefully.

Candidates should not introduce any information content from outside the source material. If they do so, it should be disregarded and it may incur a penalty in your final judgement of the mark that should be awarded.

In addition, candidates are required to write a commentary (150 – 200 words) about their new text in which they explain some of the significant decisions and choices made. Such commentaries are likely to focus on the candidate's selection of material from the Source File, the order and structure of this material in their new text, the voice used to address the audience and the presentational methods adopted. Candidates do not, of course, have to include all, or any, of these in their commentaries and examiners should reward those who respond to the task in an unexpected yet appropriate way.

Main Criteria

The main criteria for assessing achievement on Paper ENB5 may be summarised under the following headings.

Text (AO1; AO2)

Has the candidate constructed a new text?

Is the new text cohesive?

- e.g.,
- are any excerpts used adequately (and syntactically) linked?
 - have excerpts been contextualised where necessary?
 - is there a title, an introduction, a conclusion, if appropriate to the genre?
 - have editorial features such as sub-headings, notes, instructions, been successfully used, where necessary?
 - has the reader been guided through the text in a clear and appropriate manner?
 - what is the proportion of the source material to the candidate's own writing?
 - how well has the candidate blended the selected source material with his/her own writing?

Tenor (AO1; AO2)

Is the text coherently written?

Has it something to say?

Is it going somewhere?

- e.g.,
- has the candidate's selection of material been guided by a clear idea?
 - does the candidate use argument, narrative, exposition etc, where appropriate?
 - has the candidate kept the task clearly in mind throughout the script?
 - is the sequencing, overall structure of information and argument, movement of ideas through the text clear?
 - has the candidate understood the purpose of the assignment?

Tone (AO1; AO2)

Who is the text speaking to?

And how?

- e.g.,
- does the candidate show control over his/her use of language?
 - has the source material been glossed, simplified, paraphrased, where necessary?
 - what communication strategies have been employed by the writer?
 - does the text show awareness of the specified audience?
 - does the text use an appropriate voice(s) when addressing the reader/listener?

Genre (AO1; AO2)

Has the appropriate genre been used?

- e.g., has the candidate used conventions appropriate to the required genre?
 does the candidate show control over the form in which the text is presented?
 has the candidate used an appropriate register and discourse?

You should also take the following criteria into consideration when assessing a script:

Range of source material (AO1; AO2)

How much of the original source material has the candidate used in the construction of the new text?

- e.g., is it excessively narrow (less than 25%)?
 is it somewhat restricted (less than 50%)?
 is it adequately representative (50 - 65%)?
 is it comprehensive (over 65%)?

Length (AO2)

Has the candidate produced a text of the length specified?

- e.g., what overall effect does any shortfall or excess of words have on the text's success? There is no pro rata tariff of mark deduction for infringements of the length requirements. You should judge a script on its likely overall effectiveness.

Commentary (AO4)

Does the candidate demonstrate an informed awareness of the processes involved in the production of the new text?

- e.g., the selection of appropriate material from the source file;
 the structure and organisation of the new text;
 the voice(s) chosen in which to address the specified audience;
 the presentational methods used.

Numerical Marking

The new text should be marked out of 60. The following guidelines have proved helpful and should be followed in your marking.

It will help examiners to think initially in terms of mark bands, as indicated below, and to place each script in a band without worrying too much whether it is, for example, a 47 or 49. Discriminations of this kind will become clearer at the standardising meeting and as you get into the swing of your marking. Your final mark will depend, of course, on your balancing of the descriptors. Scripts may be placed in a particular mark band without their demonstrating achievement in each descriptor for that band.

It is important to remember that the texts you are assessing are ones that have been produced within the time constraints of an examination and have been written, in the main, by 18 year olds.

51 – 60 *The best scripts.*

- a totally successful and effective new **text** with a comprehensive range of new or re-writing;
- crystal clear and coherent **tenor** throughout;
- entirely appropriate **tone**;
- control of form and **genre** confidently sustained throughout;
- comprehensive range of well-selected **source material** used.

41 - 50 *Very good scripts that just miss the highest band because of a flaw or mischance. Many more strengths than weaknesses.*

- a successful and effective new **text** with a range of new or re-writing;
- clear and coherent **tenor** throughout;
- **tone** mostly very appropriate;
- control of form and **genre** mainly achieved;
- appropriate range of well-selected **source material**.

31 – 40 *Scripts which show an even balance of strengths and weaknesses.*

- generally effective **text** which in the main is new or re-written;
- generally clear and coherent **tenor**;
- appropriate **tone**, in the main, with occasional lapses;
- control of form and **genre** generally clear, but slightly flawed;
- adequately representative range of **source material** used.

21 – 30 *Scripts where weaknesses start to outweigh strengths.*

- partly effective, with some new or re-written **text**;
- **tenor** has some clarity and coherence, but flawed in parts;
- sometimes appropriate **tone**, but may be dull and pedestrian;
- control of form and **genre** clear in part;
- somewhat restricted and possibly unbalanced range of **source material** used.

11 – 20 *Scripts that address the task, but have some serious flaws.*

- sometimes effective **text** with a limited range of new or re-writing/shadows original texts closely;
- discernible **tenor** with some coherence;
- dull and often inappropriate **tone**;
- some understanding of the conventions of **genre** and form;
- a restricted and possible unbalanced range of **source material** used.

1 – 10 *Scripts that have seriously misinterpreted the task or misjudged the audience. Scripts that are little more than rudimentary (1 – 3).*

- weak and ineffective **text** with very little new or re-writing/likely to depend on cutting and pasting or copying large amounts of the source material;
- **tenor** very difficult to discern/lacking coherence;
- mainly inappropriate **tone**;
- weak, if any, understanding of conventions of **genre** and form/tendency to essay form;
- a very narrow and unbalanced range of **source material** used.

0 marks *Nothing written.*

Commentary

- 9 – 10** perceptive, full and informed exploration of the significant choices and decisions made in the construction of the new text;
sophisticated analysis;
clear supporting evidence.
- 7 – 8** clear and informed discussion of the significant choices and decisions made in the construction of the new text;
focused analysis;
clear supporting evidence.
- 5 – 6** sound and sensible focus on some of the significant choices and decisions made in the construction of the new text;
more analysis than description;
includes relevant supporting evidence.
- 3 – 4** offers a few useful comments on some of the significant choices and decisions made in the construction of the new text;
may repeat information given in question;
may focus on layout and presentation;
more description than analysis;
some supporting evidence.
- 1 – 2** makes elementary and self-evident observations about the new text;
repeats information given in question;
focus on layout and presentation;
descriptive, not analytical;
little or no supporting evidence.
- 0** nothing relevant written.

Noah's Ark

Question 1

Key words: illustrated magazine adult non-specialist approachable
background and significance interpretations

General criteria

- Examiners should expect a variety of approaches to the article.
- Information should be presented sensitively and objectively. The articles should not be pushing any one particular interpretation of the story.
- Scripts should show awareness of the nature of the audience and should therefore adopt an appropriate voice.
- There should be a clearly charted path through the material that will enable the reader to progress coherently and confidently.
- Illustrations and captions should be integral to the text rather than merely decorative.

51-60

- Fully aware of and exploits successfully conventions of the genre, with suitable illustrations and extracts fully integrated in ways which successfully attract the readers, and fully complement the written text;
- Creates a structure that is entirely effective and is clearly signposted;
- Exemplary selection and adaptation of material with all aspects of the task covered;
- Successfully engages the attention of readers addressing them in a new and always appropriate voice based in comprehensive rewriting;
- Shows sophisticated writing skills which are sustained to an appropriate length.

41-50

- Makes effective use of conventions of the genre, with suitable illustrations and extracts integrated in ways which attract the readers and complement the written text to good effect;
- Creates an effective clearly signposted structure;
- Good selection and adaptation of material with all aspects of the task covered;
- Engages the attention of readers addressing them in a new and appropriate voice based in a range of rewriting;
- Writes fluently, effectively and accurately, and at appropriate length.

31-40

- Makes reasonably effective use of conventions of the genre, with illustrations and extracts usually being suitable, and usually integrated into the new text in ways which attract the readers, and complement the written text;
- Creates a structure sufficiently well ordered and signposted to guide the reader;
- Reasonable selection and adaptation of material with all aspects of the task covered though perhaps with some slight misjudgement of emphasis;
- Usually engages the attention of readers addressing them in a generally appropriate voice based mainly in new writing, but with some inappropriate dependence on sources apparent;
- Writes fluently, and at appropriate length; some lapses in accuracy/expression do not detract too greatly.

21-30

- Attempts to use conventions of the genre, with some illustrations and extracts included, but they may not always be suitable or integrated, and may not always attract the readers, and complement the written text;
- Some success in creating structure and order with some signposts, but with lapses in organisation;
- Approaching restricted selection and adaptation of material with possibly uneven coverage of the task;
- At some points engages the attention of readers addressing them in a sometimes appropriate voice based in some rewriting, but with inappropriate dependence on sources intruding;
- Partly effective writing skills with flaws in fluency; lapses in accuracy/expression beginning to intrude, and perhaps slight problems with length.

11-20

- Some attempt to use conventions of the genre, with a few illustrations and extracts included, but they are mainly unsuitable or, poorly integrated and will not generally attract the readers, and complement the written text;
- Limited achievement in creating order and direction; text lacks coherence and signposting;
- Noticeably restricted selection and adaptation of material with some uneven coverage of the task;
- Limited success in engaging the attention of readers, addressing them in a seldom appropriate voice based in limited new writing with sources dominating;
- Unsophisticated writing skills with lapses in expression, errors intruding, and some problems with length.

1-10

- Weak or no attempt to use conventions of the genre, with illustrations and extracts, if included, likely to be used unskilfully in ways which do not attract the readers and complement the written text;
- Little or no sense of structure or direction; few, if any, signposts;
- Extremely restricted selection and adaptation of material with coverage of the task that is uneven and inadequate;
- Little or no success in engaging the attention of readers addressing them in a rarely appropriate voice, being almost totally reliant on sources through close shadow, copying, cut and paste;
- Weak writing skills which fall below acceptable standards of accuracy/expression, and problems with length.

0

- Nothing written.

Noah's Ark

Question 2

Key words: **Radio 4** **9 – 14** **mysteries of the Ancient World**
 evidence **written about**

General criteria

- The new text should use the appropriate conventions of a radio script. It should give clear signals that it is a text to be listened to.
- Both aspects of the programme – the evidence about the mystery and how the mystery has been written about – should be covered, with an appropriate balance between the two.
- The selection and presentation of the material should take into account that listeners will not have any specialist knowledge of the subject.
- The achieving of an appropriate voice will be important. The balance between Radio 4, a relatively serious topic and an audience aged 9 – 14 is a challenge the best scripts will meet. An engaging voice, but one which the listeners feel is treating the subject and audience seriously, would seem the most appropriate.

51-60

- Fully aware of and exploits successfully conventions of the radio genre;
- Creates a structure that is entirely effective;
- Exemplary selection and adaptation of material with all aspects of the task successfully covered;
- Successfully engages the attention of young listeners addressing them in a new and always appropriate voice(s) based on comprehensive rewriting;
- Shows sophisticated writing skills which are sustained to an appropriate length.

41-50

- Makes effective use of the conventions of the radio genre;
- Creates an effective structure;
- Good selection and adaptation of material with all aspects of the task well covered;
- Engages the attention of young listeners addressing them in a new and appropriate voice(s) based on a range of rewriting;
- Writes fluently, effectively and accurately, and at appropriate length.

31-40

- Makes reasonably effective use of the conventions of the radio genre;
- Creates an adequate structure;
- Reasonable selection and adaptation of material with all aspects of the task covered, though perhaps with some slight misjudgement of emphasis;
- Usually engages the attention of young listeners addressing them in a generally appropriate voice(s) based mainly on new writing, but with some inappropriate dependence on sources apparent;
- Writes fluently, and at appropriate length; some lapses in accuracy/expression do not detract too greatly.

21-30

- Attempts to use conventions of the radio genre;
- Some success in creating structure and order but with lapses in organisation;
- Approaching restricted selection and adaptation of material with possibly uneven coverage of the task;
- At some points engages the attention of young listeners addressing them in a sometimes appropriate voice(s) based on some rewriting, but with inappropriate dependence on sources intruding;
- Partly effective writing skills with flaws in fluency, lapses in accuracy/expression beginning to intrude, and perhaps slight problems with length.

11-20

- Some attempts to use conventions of the radio genre;
- Limited achievement in creating structure; text lacks coherence;
- Noticeably restricted selection and adaptation of material with some uneven coverage of the task;
- Limited success in engaging the attention of young listeners addressing them in a seldom appropriate voice(s) based on limited new writing with sources dominating;
- Unsophisticated writing skills with lapses in expression, errors intruding, and problems with length.

1-10

- Weak or no attempt to use conventions of the radio genre;
- Little or no sense of structure;
- Extremely restricted selection and adaptation of material with coverage of the task that is uneven and inadequate;
- Little or no success in engaging the attention of young listeners, addressing them in a rarely appropriate voice(s), being almost totally reliant on source through close shadow, copying, cut and paste;
- Weak writing skills which fall below acceptable standards of accuracy/expression, and problems with length.

0

- Nothing written.

The Panama Canal

Question 3

Key words: **a section for Welcome and Information** **cruise passengers**
 enjoy **appreciate** **history significance**

The new text should comply with the likely conventions of a welcome and information pack, though candidates should bear in mind that the task requires only the section on the Canal, not the full pack.

A successful text is likely to exploit the use of headings, fact boxes and continuous prose. A combination of approaches, with helpful signposting, is likely to be the most successful for a wide range of readers. Dense, continuous prose may be off-putting.

For passengers on holiday, a liveliness of approach is important. Candidates must adapt the source material to fit the context and expectations of readers.

Candidates must deal with the history of the Canal. The significance of the Canal in social and commercial terms could be linked to the history or be considered separately. The best answers will summarise effectively, pick out highlights and establish a suitable, though not necessarily equal, balance.

In order to appreciate what they are going to see, passengers will need some description of the area and the Canal itself. Illustrations and description should be used to enhance the text.

The best answers will bear in mind that the readers are actually in the area and will make the text relevant to the cruise experience.

51 – 60

- Creates an entirely successful format and genre for the new text, attractively presented, well signposted and suitably illustrated;
- Successfully engages the attention of passengers in a tone which is pleasurable to read; comprehensive range of new writing;
- Exemplary selection of material to give an account of the history and significance of the Canal, with skilful summarising, where needed;
- Exemplary selection and adaptation of material to prepare passengers for the experience of passing through the Canal;
- Successfully exploits the context and creates a text which enriches the present situation;
- Shows sophisticated writing skills which are sustained to an appropriate length.

41 – 50

- Creates an effective format and genre for the new text, attractively presented, well signposted and suitably illustrated;
- Engages the attention of passengers in a tone which is pleasurable to read; a range of new writing;
- Good selection of material to give an account of the history and significance of the Canal, with successful summarising, where needed;
- Good selection and adaptation of material to prepare passengers for the experience of passing through the Canal;
- Effectively exploits the context and makes the text relevant to the present situation;

- Writes fluently and to an appropriate length; sustained writing skills.

31 – 40

- Creates a reasonably effective format and genre for the new text, well presented, aware of the need for signposting and with some illustration;
- Usually engages the attention of passengers in a tone which is pleasurable to read; mainly new writing;
- Reasonable selection of material to give an account of the history and significance of the Canal, with some successful summarising, where needed;
- Reasonable selection and adaptation of material to prepare passengers for the experience of passing through the Canal;
- Shows awareness of the task; exploits the context and makes the text relevant to the present situation;
- Writes fluently and accurately and to an appropriate length.

21 – 30

- Attempts a reasonably effective format and genre for the new text; shows awareness of presentation strategies; aware of the need for signposting and with some illustration; some success;
- Tries to engage the attention of passengers in a tone which is partly pleasurable to read, though the tone is not sustained; some new writing;
- An uneven selection of material to give an account of the history and significance of the Canal, uneven coverage of the task; uneven summary skills and some over-dependence on source/copy/shadow;
- Uneven selection and adaptation of material to prepare passengers for the experience of passing through the Canal;
- Attempts to exploit the context and make the text relevant to the present situation;
- Partly effective writing skills; some flaws in fluency.

11 – 20

- Some attempt at a suitable format and genre for the new text; some limited awareness of presentation strategies through some signposting and/or some illustration;
- Limited success in engaging the attention of passengers in a suitable tone; tends towards dullness; limited range of new writing;
- An unsatisfying selection of material to give an account of the history and significance of the Canal; unbalanced coverage of the task; poor summary skills and some unskilful use of source/copy/shadow;
- Unsatisfying selection and adaptation of material to prepare passengers for the experience of passing through the Canal;
- Limited success in exploiting the context and making the text relevant to the present situation;
- Unsophisticated writing skills.

1 – 10

- Weak attempt at an effective format and genre for the new text; little or no success in presentation strategies; signposting and structure neglected or unsuitable;
- Little or no success in engaging the attention of passengers; tends towards dullness and may read like an essay or a textbook; little new writing; close shadow or excessive use of cut-and-paste;
- Poor selection of material to give an account of the history and significance of the Canal; some aspects of the task ignored; weak summary skills; unskilful use of source;
- Poor selection and adaptation of material to prepare passengers for the experience of passing through the Canal;
- Very limited success in exploiting the context and making the text relevant to the present situation; ignores the context;
- Weak writing skills.

0

- Nothing written.

Panama Canal

Question 4

Key words: illustrated text lively stimulating suitable for educational purposes
9 – 11 years focus on building the Canal engineering social
impact

A successful text will take into account the need to present information in an accessible way. The choice of format is open-ended provided the appearance and structure of the illustrated text are inviting and encouraging.

The new text must be suitable for educational purposes. Imaginative and creative approaches can be rewarded, provided that the finished text addresses the purpose. The ability to select and rewrite technical information for this audience will be a key discriminator in this task.

For pupils aged between 9 and 11 years, a lively and stimulating approach is essential. Candidates must adapt the source material to be accessible and interesting.

The task requires a clear description of achievements in engineering and medical science. The best scripts will make these achievements explicit, though examiners will use their judgement where achievements are presented implicitly.

In describing the impact on peoples' lives, the best scripts are likely to be those that make skilful use of summary and highlights, drawing conclusions for the young reader.

The task specifies 'illustrated text'. The best scripts will use the opportunity to integrate illustrations and to use captions and headings to assist younger readers.

51 – 60

- Creates an entirely successful new text which is accessible to a young reader in tone and format; attractively presented, well signposted and suitably illustrated;
- Successfully addresses the educational purpose of the task, in a way that stimulates interest; pleasurable to read and with a comprehensive range of new writing;
- Shows skilful rewriting of technical material for this audience;
- Exemplary selection of material to demonstrate achievements in engineering and medical science; the best scripts will make use of effective summary and highlights;
- Exemplary selection of material to show impact on peoples' lives; the best scripts will draw conclusions for the young reader;
- Shows sophisticated writing skills which are sustained to an appropriate length.

41 – 50

- Creates an effective format for the new text which is accessible to a young reader in tone and format; attractively presented, well signposted and suitably illustrated;
- Effectively addresses the educational purpose of the task, in a way that stimulates interest; pleasurable to read and with a range of new writing;
- Shows competent rewriting of technical material for this audience;
- Good selection of material to demonstrate achievements in engineering and medical science; the best scripts will make use of effective summary and highlights;

- Good selection of material to show impact on peoples' lives; the best scripts will draw conclusions for the young reader;
- Writes fluently and to an appropriate length.

31 – 40

- Creates a reasonably accessible format, well presented, competent use of signposting and with useful illustration;
- Usually addresses the educational purpose of the task in a way which is pleasurable to read; mainly new writing;
- Shows some skill in rewriting technical material for this audience;
- Reasonable selection of material to demonstrate achievements in engineering and medical science; some effective use of summary and highlights;
- Reasonable selection of material to show effect on peoples' lives; some attempt to draw conclusions for the young reader;
- Writes fluently and accurately and to an appropriate length.

21 – 30

- Attempts a reasonably effective format, shows some awareness of presentation strategies, including some purposeful integration of illustration; partly effective signposting;
- Tries to address the educational purpose of the task; is partly pleasurable to read though the tone is not sustained; some new writing;
- Some attempt to rewrite technical material for this audience; uneven; not adequately sustained;
- Uneven selection of material to demonstrate achievements in engineering and medical science; tends towards unbalanced descriptions;
- Uneven selection of material to show effect on peoples' lives; only partly successful in drawing conclusions;
- Partly effective writing skills; some flaws in fluency.

11 – 20

- Some attempt at a suitable format but with limited success in presentation and signposting; illustration decorative rather than purposefully integrated;
- Limited success in addressing the educational purpose of the task; tends towards dullness and limited range of new writing;
- Makes only a token attempt to rewrite technical material for this audience; reliant on copy/shadow;
- Unsatisfying selection of material to demonstrate achievements in engineering and medical science; unbalanced coverage;
- Unsatisfying selection of material to show effect on peoples' lives; limited success in drawing conclusions;
- Unsophisticated writing skills.

1 – 10

- Weak attempt at a suitable format; limited or no success in presentation and signposting; illustration decorative rather than purposefully integrated; needs of audience neglected or misunderstood;
- Little or no success in addressing the educational purpose of the task; tends towards dullness and reads like an essay; little new writing; close shadow or excessive use of cut-and-paste;
- Makes little or no attempt to rewrite technical material for this audience; reliant on copy/shadow;

- Poor selection of material to demonstrate achievements in engineering and medical science; unbalanced coverage; parts of the task ignored;
- Poor selection of material to show effect on peoples' lives; little or no success in drawing conclusions;
- Weak writing skills.

0

- Nothing written.