



General Certificate of Education

English Language 6706
Specification B

ENB5 Editorial Writing

Mark Scheme

2007 examination - January series

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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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.

GLADIATORS

QUESTION 1

Key words: **illustrated book 9 – 11 fictionalised account**
 life and times of a gladiator first person

General criteria

1. The material selected for inclusion in the fictionalised account should be appropriate for the 9 – 11 year old audience.
2. The fictional life of the gladiator should be firmly grounded in the information content of the source material.
3. The voice adopted should be appropriate to the audience, neither over- nor underestimating their interest, knowledge and intelligence.
4. A variety of fictional strategies should be expected and, where well done, should be rewarded.
5. It should be borne in mind that the task is not one that requires candidates to write a 'Horrible Histories' type piece.

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 9 – 11 year olds in a tone which is pleasurable to read; comprehensive range of new writing
- exemplary selection of material to give information about gladiators, with skilful summarising, where needed
- 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 9 – 11 year olds in a tone which is pleasurable to read; a range of new writing
- good selection of material to give information about gladiators with successful summarising, where needed.
- 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 9 – 11 year olds in a tone which is pleasurable to read, mainly new writing
- reasonable selection of material to give information about gladiators with some successful summarising, where needed
- 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 9 – 11 year olds 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 information about gladiators, uneven coverage of the task; uneven summary skills and some over-dependence on source/copy/shadow
- 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 9 – 11 year olds in a suitable tone; tends towards dullness; limited range of new writing
- an unsatisfying selection of material to give information about gladiators; unbalanced coverage of the task; poor summary skills and some unskilful use of source/copy/shadow
- 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 9 – 11 year olds; tends towards dullness and may read like an essay or textbook; little new writing; close shadow or excessive use of cut-and-paste
- poor selection of material to give information about gladiators; some aspects of the task ignored; weak summary skills; unskilful use of source
- weak writing skills.

0

- nothing written.

GLADIATORS

QUESTION 2

Key words: **website** **The Roman World** **general public** **gladiators**

General criteria

1. The new text should observe and use appropriate generic conventions for web pages.
2. A variety of communication strategies are likely to be employed. Examiners should ask whether these are merely gimmicks or are used to enhance the readers' knowledge and understanding about the world of the gladiator.
3. The links between the pages should be clearly signalled and should enable the readers to navigate the site easily.
4. The best scripts will ensure that the web pages form a coherent whole rather than a random selection and presentation of information.
5. The best web pages will be cohesive with concise, clearly signposted information and page breaks coinciding with changes of topic.

51-60

- fully aware of and exploits successfully conventions of web pages
- successfully engages the attention of the readers and addresses them in a sustained and appropriate voice; comprehensive range of new writing
- exemplary selection of material with all aspects of the task covered
- creates a structure for the pages that is entirely effective and which is clearly signposted
- suitable illustrations and extracts fully and coherently integrated into the new text, with informative and clear use of captioning etc
- shows sophisticated writing skills which are sustained to an appropriate length.

41-50

- makes effective use of the conventions of web pages
- engages the attention of the readers and addresses them in an appropriate voice; a range of new writing
- good selection of material with all aspects of the task covered
- creates an effective structure for the pages which is usually clearly signposted
- suitable illustrations and extracts incorporated into the new text in a coherent way and to advantage, with effective captioning etc
- writes fluently and at appropriate length; sustained writing skills.

31-40

- reasonably effective use of the conventions of web pages
- usually engages the attention of the readers and addresses them in a generally appropriate voice; mainly new writing
- reasonable selection of material with all aspects of the task covered, though perhaps unevenly
- creates a structure and a shape which is sufficiently well signposted to guide the reader
- illustrations and extracts chosen are usually suitable and are incorporated into the text reasonably effectively, with captioning etc
- writes fluently and accurately and at appropriate length.

21-30

- attempts to use the conventions of web pages
- addresses the readers in an appropriate voice at some points in the text and has some success in engaging their attention; some new writing
- an uneven selection of material and coverage of the task
- some success in creating structure and order within the pages and has some signposts to guide the reader
- some suitable illustrations and extracts included, usually captioned etc
- partly effective writing skills; some flaws in fluency.

11-20

- some attempt to use the conventions of web pages
- limited success in using appropriate voice; may be dull or over enthusiastic; limited range of new writing
- uneven selection of material; unbalanced or limited coverage of the task
- limited achievement in creating order and direction; pages lacking coherence and signposting
- some suitable illustrations and extracts included, but with limited success
- unsophisticated writing skills.

1-10

- weak or no attempt to use conventions of web pages
- little or no success in using appropriate voice; ignores the needs of the reader; may read like an essay or textbook; little new writing; close shadow or excessive use of cut-and-paste
- poor selection of material; some aspects of the task may be ignored
- little or no sense of structure or direction; few, if any, signposts
- illustrations and extracts (if included) are used unskilfully
- weak writing skills.

0

- nothing written.

FAIR TRADE

QUESTION 3

Key words: talk secondary school pupils encourage active interest

General criteria

1. Scripts should show awareness of a listening audience; the script must address listeners and make convincing contact with secondary school pupils.
2. Thinly disguised essays, however eloquent, are not appropriate.
3. The voice should be carefully modulated. Avoiding extremes of formality and informality will produce an appropriately balanced voice.
4. A strong structure with clearly defined signposting is essential.
5. Material selected should be appropriate to the aural comprehension level of the audience.
6. Use of AV material and aids should be relevant to the point being made and should be integrated into the script.

51-60

- creates an entirely successful format and genre for the talk, attractively presented, well signposted and suitably illustrated
- successfully engages the attention of secondary school students in a tone which is pleasurable to listen to; comprehensive range of new writing
- exemplary selection of material to give information about fair trade, with skilful summarising, where needed
- shows sophisticated writing skills which are sustained to an appropriate length.

41-50

- creates an effective format and genre for the talk, attractively presented, well signposted and suitably illustrated
- engages the attention of secondary school students in a tone which is pleasurable to listen to; a range of new writing
- good selection of material to give information about fair trade with successful summarising, where needed
- writes fluently and to an appropriate length; sustained writing skills.

31-40

- creates a reasonably effective format and genre for the talk, well presented, aware of the need for signposting and with some illustration
- usually engages the attention of secondary school students in a tone which is pleasurable to listen to; mainly new writing
- reasonable selection of material to give information about fair trade with some successful summarising, where needed
- writes fluently and accurately and to an appropriate length.

21-30

- attempts a reasonably effective format and genre for the talk; shows awareness of presentation strategies; aware of the need for signposting and with some illustration; some success
- tries to engage the attention of secondary school students in a tone which is partly pleasurable to listen to, though the tone is not sustained; some new writing
- an uneven selection of material to give information about fair trade, uneven coverage of the task; uneven summary skills and some over-dependence on source/copy/shadow
- partly effective writing skills; some flaws in fluency.

11-20

- some attempt at a suitable format and genre for the talk; some limited awareness of presentation strategies through some signposting and/or some illustration
- limited success in engaging the attention of secondary school students in a suitable tone; tends towards dullness; limited range of new writing
- an unsatisfying selection of material to give information about fair trade; unbalanced coverage of the task; poor summary skills and some unskilful use of source/copy/shadow
- unsophisticated writing skills.

1-10

- weak attempt at an effective format and genre for the talk; little or no success in presentation strategies; signposting and structure neglected or unsuitable
- little or no success in engaging the attention of secondary school students; 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 information about fair trade; some aspects of the task ignored; weak summary skills; unskilful use of source
- weak writing skills.

0

- nothing written.

FAIR TRADE

QUESTION 4

Key words: illustrated display boards interest
enhance understanding of Fair Trade three boards

General criteria

1. Scripts should demonstrate an awareness of the distinctive nature and features of display boards.
2. Coherence is vital: this can be coherence on each individual board and/or coherence running through all three.
3. Scripts should reflect the fact that some readers will only give a quick glance to the boards, whilst others will read them thoroughly. 'Seeing' as well as 'reading' will be the mark of a successful script.
4. Layout/design will be an effective re-inforcer of meaning.
5. Cohesive signposting is especially important for these scripts.
6. The best scripts will balance information with interest.

51-60

- fully aware of and exploits successfully conventions of display boards
- successfully engages the attention of the general public and addresses them in a sustained and appropriate voice; comprehensive range of new writing
- exemplary selection of material with all aspects of the task covered
- information about the fair trade presented very imaginatively
- creates an overall structure and coherence in the display boards that is entirely effective and which is clearly signposted
- suitable illustrations and extracts fully and coherently integrated into the new text, with informative and clear use of captioning etc
- shows sophisticated writing skills which are sustained to an appropriate length.

41-50

- makes effective use of the conventions of display boards
- engages the attention of the general public and addresses them in an appropriate voice; a range of new writing
- good selection of material with all aspects of the task covered
- information about fair trade presented imaginatively
- creates an effective structure and coherence in the display boards which is usually clearly signposted
- suitable illustrations and extracts incorporated into the new text in an orderly way and to advantage, with effective captioning etc
- writes fluently and at appropriate length; sustained writing skills.

31-40

- reasonably effective use of the conventions of display boards
- usually engages the attention of the general public and addresses them in a generally appropriate voice; mainly new writing

- reasonable selection of material with all aspects of the task covered, though perhaps unevenly
- information about fair trade presented quite imaginatively, though not fully sustained
- creates a structure and coherence in the display boards which is sufficiently well signposted to guide the reader
- illustrations and extracts chosen are usually suitable and are incorporated into the text reasonably effectively, with captioning etc
- writes fluently and accurately and at appropriate length.

21-30

- attempts to use the conventions of display boards
- addresses the general public in an appropriate voice at some points in the text and has some success in engaging their attention; some new writing
- an uneven selection of material and coverage of the task
- some success in presenting fair trade imaginatively; entertainment may predominate over information
- some success in creating structure and coherence in the display boards and has some signposts to guide the reader
- some suitable illustrations and extracts included, usually captioned etc
- partly effective writing skills; some flaws in fluency.

11-20

- some attempt to use the conventions of display boards
- limited success in using appropriate voice for the general public, limited range of new writing
- uneven selection of material; unbalanced or limited coverage of the task
- unimaginative treatment of material; little information about fair trade provided, though attempts to be entertaining
- limited achievement in creating structure in the display boards; text lacking coherence and signposting
- some suitable illustrations and extracts included, but with limited success
- unsophisticated writing skills.

1-10

- weak or no attempt to use conventions of display boards
- little or no success in using appropriate voice; ignores the needs of the general public; may read like an essay or textbook; little new writing; close shadow or excessive use of cut-and-paste
- poor selection of material; some aspects of the task may be ignored
- may be little information about fair trade; entertainment may predominate
- little or no sense of structure or coherence in the display boards; few, if any, signposts
- illustrations and extracts (if included) are used unskilfully
- weak writing skills.

0

- nothing written.