



**General Certificate of Education**

**English Language 6701**  
*Specification B*

**ENB5 Editorial Writing**

**Mark Scheme**

*2007 examination - June 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.

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## 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.

## SHARKS

### QUESTION 1

**Key words:**     **aquarium**   **visitors**     **leaflet**     **interesting**  
                          **information**                   **dispel fears**

#### Indicative Content

1. Both aspects of the leaflet – myth and reality – should be covered, with an appropriate balance between the two. Scripts which over-emphasise the “Jaws” aspects of sharks would not be appropriate, given the context.
2. The selection and presentation of material should take account of the fact that the readers will be visitors without specialist knowledge.
3. A successful text will comply with and exploit to advantage the conventions of a leaflet.
4. A liveliness and clarity of approach is desirable; information and the dispelling of the irrational fears is more important than entertainment.
5. Careful selection of material from source file is important, as not all that is included is relevant to this task.

#### 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 visitors in a tone which is pleasurable to read; comprehensive range of new writing;
- Exemplary selection of material to give information about sharks, with skilful summarising, where needed;
- Exemplary selection and adaptation of material to prepare for the visit to Shark World;
- Successfully exploits the context and creates a text which enriches the visit;
- 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 visitors in a tone which is pleasurable to read; a range of new writing;
- Good selection of material to give information about sharks with successful summarising, where needed;
- Good selection and adaptation of material to prepare for the visit to Shark World;
- Effectively exploits the context and makes the text relevant to the visit;
- 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 visitors in a tone which is pleasurable to read ; mainly new writing;
- Reasonable selection of material to give information about sharks with some successful summarising, where needed;
- Reasonable selection and adaptation of material to prepare for the visit to Shark World;
- Shows awareness of the task; exploits the context and makes the text relevant to the visit;
- 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 visitors 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 sharks, uneven coverage of the task; uneven summary skills and some over-dependence on source/copy/shadow;
- Uneven selection and adaptation of material to prepare for the visit to Shark World;
- Attempts to exploit the context and make the text relevant to the visit;
- 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 visitors in a suitable tone; tends towards dullness; limited range of new writing;
- An unsatisfying selection of material to give information about sharks; unbalanced coverage of the task; poor summary skills and some unskilful use of source/copy/shadow;
- Unsatisfying selection and adaptation of material to prepare for the visit to shark world;
- Limited success in exploiting the context and making the text relevant to the visit;
- 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 visitors; tends towards dullness and may read like an essay or a text book; little new writing; close shadow or excessive use of cut-and-paste;
- Poor selection of material to give information about sharks; some aspects of the task ignored; weak summary skills; unskilful use of source;
- Poor selection and adaptation of material to prepare for the visit to Shark World;
- Very limited success in exploiting the context and making the text relevant to the visit; ignores the context;
- Weak writing skills.

**0**

- Nothing written.

## **SHARKS**

### **QUESTION 2**

**Key words:**     **tourists     natural history holidays     guide     identify sharks**  
                          **understand behaviour**

#### **Indicative Content**

1. The best scripts will include information about a variety of aspects of shark behaviour, not just attacks on swimmers.
2. A lively approach in terms of presentation and language is to be welcomed; neither sensational nor dully factual approaches would be suitable for the audience and context.
3. Careful selection of material from the source file is important, as not all that is included is relevant.

#### **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 tourists in a tone which is pleasurable to read; comprehensive range of new writing;
- Exemplary selection of material to provide information about the variety of shark behaviour, with skilful summarising, where needed;
- Exemplary selection and adaptation of material to enable identification of sharks;
- Successfully exploits the context and creates a text which enriches the visit;
- 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 tourists in a tone which is pleasurable to read; a range of new writing;
- Good selection of material to provide information about the variety of shark behaviour with successful summarising, where needed;
- Good selection and adaptation of material to enable identification of sharks;
- Effectively exploits the context and makes the text relevant to the visit;
- 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 tourists in a tone which is pleasurable to read; mainly new writing;
- Reasonable selection of material to provide information about the variety of shark behaviour with some successful summarising, where needed;
- Reasonable selection and adaptation of material to enable identification of sharks;
- Shows awareness of the task; exploits the context and makes the text relevant to the visit;
- 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 tourists in a tone which is partly pleasurable to read, though the tone is not sustained; some new writing;
- An uneven selection of material to provide information about the variety of shark behaviour, uneven coverage of the task; uneven summary skills and some over-dependence on source/copy/shadow;
- Uneven selection and adaptation of material to enable identification of sharks;
- Attempts to exploit the context and make the text relevant to the visit;
- 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 tourists in a suitable tone; tends towards dullness; limited range of new writing;
- An unsatisfying selection of material to provide information about the variety of shark behaviour; unbalanced coverage of the task; poor summary skills and some unskilful use of source/copy/shadow;
- Unsatisfying selection and adaptation of material to enable identification of sharks;
- Limited success in exploiting the context and making the text relevant to the visit;
- 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 tourists; tends towards dullness and may read like an essay or a text book; little new writing; close shadow or excessive use of cut-and-paste;
- Poor selection of material to provide information about the variety of shark behaviour; some aspects of the task ignored; weak summary skills; unskilful use of source;
- Poor selection and adaptation of material to enable identification of sharks;
- Very limited success in exploiting the context and making the text relevant to the visit; ignores the context;
- Weak writing skills.

**0**

- Nothing written.



### **31 – 40**

- Creates a reasonably effective format, genre and length for the new texts, well presented;
- Usually engages the attention of visitors to the exhibition in a tone which is pleasurable to read; mainly new writing;
- Reasonable selection of topics for individual displays with some successful summarising, where needed;
- Shows awareness of the task; exploits the context and makes the texts more relevant to the visit;
- Writes fluently and accurately and to an appropriate length.

### **21 – 30**

- Attempts a reasonably effective format, genre and length for the new texts; shows awareness of presentation strategies; some success;
- Tries to engage the attention of visitors to the exhibition in a tone which is partly pleasurable to read, though the tone is not sustained; some new writing;
- An uneven selection of topics for displays, uneven coverage of the task; uneven summary skills and some over-dependence on source/copy/shadow;
- Attempts to exploit the context and make the texts relevant to the visit;
- Partly effective writing skills; some flaws in fluency.

### **11 – 20**

- Some attempt at a suitable format, genre and length for the new texts;
- Limited success in engaging the attention of visitors to the exhibition in a suitable tone; tends towards dullness; limited range of new writing;
- An unsatisfying selection of topics for displays; unbalanced coverage of the task; poor summary skills and unskilful use of source/copy/shadow;
- Limited success in exploiting the context and making the texts relevant to the visit;
- Unsophisticated writing skills.

### **1 – 10**

- Weak attempt at an effective format, genre and length for the new texts;
- Little or no success in engaging the attention of visitors to the exhibition; 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 topics for displays; weak summary skills; unskilful use of source;
- Very limited success in exploiting the context and making the texts relevant to the visit; ignores the context;
- Weak writing skills.

### **0**

- Nothing written.

## **SEWERS AND SANITATION**

### **QUESTION 4**

**Key words:** schools radio      dramatised documentary      GCSE  
developments in health and sanitation

#### **Indicative Content**

1. The new text should use the appropriate conventions for a dramatised documentary for radio.
2. Whilst the programme should engage the interest and attention of GCSE students, it should never lose sight of its primary function to inform.
3. Candidates may well use a combination of historical characters from the sources together with invented ones.
4. The programme is a dramatised documentary; overuse of a narrative voice is unlikely to prove effective.
5. The best scripts will eschew any descent into lavatorial humour; the topic was, indeed, a matter of life or death.

#### **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 target audience of GCSE students 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 target audience of GCSE students 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 target audience of GCSE students 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 target audience of GCSE students 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 target audience of GCSE students 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 target audience of GCSE students addressing them in a rarely appropriate voice(s), 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.