



General Certificate of Secondary Education

English/English Language
ENG1F

Unit 1 Understanding and producing non fiction texts
F Tier

Specimen Mark Scheme

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 during standardisation and is the scheme which was used by them in this examination. Standardisation 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after standardisation, examiners encounter unusual answers which have not been discussed 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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INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses these terms effectively to aid the clarity and precision of the argument.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

SECTION A: READING - Assessment Objectives

- i. Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- iii. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader, supporting their comments with detailed textual references.

SECTION B: WRITING – Assessment Objectives

- i. Communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader.
- ii. Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- iii. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

At least one third of the available credit is allocated to (iii).

Assessment Objective	Section A
English AO2(i) English Language AO3(i)	✓
English AO2(ii) English Language AO3(ii)	
English AO2(iii) English Language AO3 (iii)	✓
English AO2(iv)	
	Section B
English AO3(i) English Language AO4(i)	✓
English AO3(ii) English Language AO4(ii)	✓
English AO3(iii) English Language AO4(iii)	✓
	One third of the marks available for Section B are allocated to this Assessment Objective

1. List 4 things the article tells you about meerkats.

(4 marks)

A02, i English A03, i English Language	Skills
<p>One mark is awarded for each thing listed by the candidate from below.</p> <p>Indicative Content:</p> <ul style="list-style-type: none">• the meerkat is a type of mongoose• they are 12 inches high when standing• they have a slender black-tipped tail• they have a pointed face• they have black patches around the eyes to deflect sunlight• meerkats are native to Botswana and South Africa• they live in packs• they are sociable animals• each meerkat has its own job to do• they live under the ground in burrows• they only leave their burrows during the day• meerkats eat scorpions, beetles, spiders, centipedes, millipedes, worms, crickets and, more rarely, snakes or the odd small bird• they use their tails as a tripod to balance and steady themselves• they usually have two to five pups in a litter• a group of meerkats is called a 'mob' or 'gang'• the name 'meerkat' means 'marsh cat'• meerkats are not cats• meerkats can close their ears	

2. Why has there been so much interest in Yorkshire Wildlife Park? (4 marks)

A02, i English A03, i English Language	Skills
Mark Band 3 'clear' 'relevant' 4 marks	clear evidence that the text is understood engages with the text and makes inferences offers relevant and appropriate quotation interprets the text and makes connections between events
Mark Band 2 'some' 'attempts' 2-3 marks	some evidence that the text is understood attempt to engage with the text and make inferences offers some relevant quotation to support what has been understood makes some reference to events in the text
Mark Band 1 'limited' 1 mark	limited evidence that the text is understood limited engagement with the text limited reference to the events or ideas in the text
0 marks	nothing worthy of credit

Indicative Content

Candidates' responses may include:

- YWP has a pair of meerkats who have produced four cubs.
- there has been interest because people like meerkats –'We're mad for meerkats'
- meerkats are a 'TV sensation' so people have shown an interest in the real live ones at YWP
- interest has been furthered because of the birth of baby meerkats.
- the birth of the babies has been 'melting the hearts' of visitors
- people from all over the country have come to visit Arthur and Anne's babies
- Arthur and Anne produced a natural litter of four in 'captivity'.

3. What reasons can you find in the article for saying that Bobby Charlton was a football legend and a 'gentleman'? (8 marks)

A02, i English	Skills
<p>Mark Band 3</p> <p>'clear' 'relevant'</p> <p>6 – 8 marks</p>	<p>clear evidence that the text is understood</p> <p>engages with the text and makes inferences</p> <p>offers relevant and appropriate quotation</p> <p>interprets the text and makes connections between events and ideas</p>
<p>Mark Band 2</p> <p>'some' 'attempts'</p> <p>3 – 5 marks</p>	<p>some evidence that the text is understood</p> <p>attempt to engage with the text and make inferences</p> <p>offers some relevant quotation to support what has been understood</p> <p>makes some reference to events and ideas in the text</p>
<p>Mark Band 1</p> <p>'limited'</p> <p>1 – 2 marks</p>	<p>limited evidence that the text is understood</p> <p>limited engagement with text</p> <p>may offer copying or irrelevant quotation</p> <p>limited reference to events or ideas in the text</p>
<p>0 marks</p>	<p>nothing worthy of credit</p>

Indicative content

A Football legend

Some of the reasons derived from the text for saying Bobby Charlton was a football legend include:

- he was famous and his name was known all over the world
- he won everything the game has to offer; his 'great achievements' gave him instant recognition.
- he had 'grace and speed' and a great shot, 'even at 30 yards'
- he had a great international record: 49 goals for England, 106 England caps and a World Cup Winner's medal
- the year he helped England win the World Cup, he was named Footballer of the Year, European Footballer of the Year and voted Best Player in the 1966 World Cup

A Gentleman:

- he was never in trouble, never argued with referees and he showed 'honesty and respect' to opponents
- he was a 'perfect role model'
- he not only scored his own goals, he worked hard for other players on the pitch
- he worked with and 'inspired' young people
- he was modest
- He was and is a great ambassador for sport and still works in that role today.

4. How does the writer use language to make the leaflet informative and shocking to the reader?

You could include:

- the description of the rubbish dump
- the description of how Marie lives
- how the words change in the second part (12 marks)

A02, i, iii English A03, i, iii English Language	Skills
<p>Mark Band 3</p> <p>'clear' 'relevant'</p> <p>9-12 marks</p>	<p>clear evidence that the texts are understood in relation to language use</p> <p>shows clear appreciation and analysis of the effect of words and phrases in the different contexts suggested</p> <p>shows a clear focus on language which informs and shocks</p> <p>offers relevant and appropriate quotations and references to support ideas</p>
<p>Mark Band 2</p> <p>'some' 'attempts'</p> <p>5-8 marks</p>	<p>some evidence that the texts are understood in relation to language</p> <p>some appreciation of the effect of words and phrases in the different contexts suggested</p> <p>attempts to focus on language which informs and shocks</p> <p>attempts to support response with usually appropriate examples</p>
<p>Mark Band 1</p> <p>'limited'</p> <p>1 -4 marks</p>	<p>limited evidence that the text is understood in relation to language</p> <p>no real appreciation of the effect of words and phrases in the different contexts suggested</p> <p>very few quotations and not well chosen nor explained</p>
<p>0 marks</p>	<p>nothing worthy of credit</p>

Indicative content

Candidates' responses may include:

In describing the rubbish dump and how Marie lives-
words used to inform

- The following words provide information about the dump: 'smelly', 'burning', 'dangerous' and is 'a swamp' when it rains.
- The quotes 'anything they can recycle or sell' tell us what the people do with what they find, 'day and night' and the words 'if they don't find enough, they don't eat' make the reader realise their situation.
- The words 'fell into debt because of illness' gives information about Marie's family and makes us sympathetic.
- The words 'Ten-year old Marie' and 'she longs to go to school' tell us about Marie and make the reader feel sorry for her.
- The words, 'the whole community helps to decide' informs us how Habitat for Humanity works.
- 'A place has been found for Marie's family and 70 families like her' tells us that there is hope.

Words used to shock.

- The quote, 'tiny plastic figures' shows how small and pathetic are the people /children.
- The words, 'filth', 'trash', 'stinking swamps' show how disgusting and unhealthy it is.
- The words, 'crushed' and 'injured' show the risk and danger.
- The quotes, 'shack', 'poles and metal sheets' shock us about the awful way Marie has to live.
- The image we have of her 'cut feet' from broken glass and 'rusting metal' is stark and distressing.
- The fact/shock that she doesn't go to school but 'longs to' evokes sympathy.

How the words change in the second part-

- The words 'dream', 'safe', 'clean' are very different from the words used to describe the dump. They inform us what the charity aims for and affect us by being comforting and positive.
- The words telling us that a 'decent place' has been found gives the reader reassurance.
- The shift of responsibility to the reader to send money is a final change of emphasis.

5. Now look again at all three items. They have each been presented in an interesting and effective way.

Choose **two** of these Items. Compare them using these headings:

- The titles and subtitles
- The pictures and captions

(12 marks)

A02, iii English A03 iii English Language	Skills
<p>Mark Band 3</p> <p>'clear' 'relevant'</p> <p>9– 12 marks</p>	<p>clear evidence that the texts are understood in relation to presentation</p> <p>shows clear appreciation and analysis of the effect of titles, subtitles, pictures and captions from the chosen two items</p> <p>offers relevant and appropriate examples from the items to support ideas</p> <p>clear focus on comparisons and cross references showing how presentation is effective but different between the two items</p>
<p>Mark Band 2</p> <p>'some' 'attempts'</p> <p>5 – 8 marks</p>	<p>some evidence that the texts are understood in relation to presentation</p> <p>some appreciation of the effect of headlines and pictures from the chosen items</p> <p>attempts to support response with usually appropriate examples</p> <p>attempts to compare and make cross references</p>
<p>Mark Band 1</p> <p>'limited'</p> <p>1 – 4 marks</p>	<p>limited evidence that either text is understood in relation to presentation</p> <p>no real appreciation of the effect of titles and pictures</p> <p>very few examples and not well chosen nor explained</p> <p>limited ability to compare or make cross references</p>
<p>0 marks</p>	<p>nothing worthy of credit</p>

Indicative content

Titles and subtitles

Meerkats:

- 'We're mad for meerkats' is alliterative, which is eye and ear catching and therefore engages; it's inclusive with 'We're'; the colloquialism 'mad for' appeals to a young readership. The subtitle is also alliterative, 'For furry fun'; 'furry' engages a young audience and is cuddly; 'stand and deliver' has a double meaning-meerkats stand up on their hind legs, they 'deliver' fun and amusement and with their black eye patches look like highwaymen. Many of these points are reflected in the picture.

Football Legend:

- a straightforward title which evokes the idea of heroism; it is journalistically a cliché, it is successful because it is succinct and to the point. The subject of the 'legend' is not betrayed in the title so you 'want to read on'.

Habitat for Humanity.

- The actual title is the name of the charity. It informs the reader that the concern is 'habitat'- where or how people live, and 'Humanity' suggesting humane/decency which turns out to be the issue. 'No one should live like this' is a stark reference to the picture and the concern of the charity. 'Your gift can help them help themselves' is a sub-title and focuses on the reader. The point of the leaflet is to inspire sympathy but get money.

Pictures and captions

Meerkats:

- The picture is of the meerkats at YWP and so the link with the article is direct. The picture shows the family who are 'melting the hearts...' and are reminiscent of the TV advert. The direct focus of the adult meerkat engages or arrests the attention of the viewer.

Football Legend

- Like the title, the picture seems simple. It is Bobby Charlton, a black and white picture evoking the past, an action shot-maybe a 30 yarder. The skill and determination of the 'legend' is clear. The picture reflects the text.

Habitat for Humanity

- The first picture is of the dump and the people scavenging. It is deliberately grim, dull, and dirty looking. The caption explains exactly what it shows and effectively evokes shock, disgust and concern in the viewer. The picture of Marie shows a clean and happy girl looking at the model of where she will live if you send the money in. This picture also evokes sympathy and concern but also hope.

Comparison.

The presentations are very different: cuddly, warm, safe, 'furry fun' meerkats; grim, life-threatening filth of the dump-dwellers and power and determination of a sporting hero. Candidates need to bring out these differences by cross-reference or direct comparison.

SECTION B

6. Imagine that you are going to do work experience in a Wildlife Park or another visitor attraction. Write a letter to the Personnel Manager introducing yourself and informing him or her about what job you would like to do and why. (16 marks)

A03, i, ii	Skills
<p>Mark Band 3</p> <p>'clarity' 'success'</p> <p>7-10 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • writes in a way which shows clarity of thought and communicates with success • engages the reader with more detailed informative and descriptive ideas • clearly states the purpose and intention of writing the letter e.g. by articulating ideas, schemes and plans, intentions • writes a formal letter, the tone of which is appropriately serious and which may show subtlety, begins to employ e.g. emphasis, assertion, reason, emotive language • uses devices as appropriate • uses words effectively including discursive / informative markers e.g. 'furthermore...', 'another point to make...' <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs paragraphs effectively in a whole text • begins to use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate • presents well thought-out ideas in sentences
<p>Mark Band 2</p> <p>'some' 'attempts'</p> <p>5 – 8 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • engages the reader by presenting a point of view with some reasoning and persuasive ideas -though links in arguments may be tenuous, e.g. makes reference to the issue and its implications • shows awareness of the purpose and intention of writing the article e.g. by stating a number of related ideas • register may vary between formal and colloquial or slang, the tone may be unvaried • uses some devices but not always appropriately • uses limited vocabulary but includes argumentative /persuasive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • uses paragraphs which may enhance meaning • some evidence of structural features, e.g. short paragraphs, dialogue if appropriate
<p>Mark Band 1</p> <p>'limited'</p> <p>1 – 4 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates few ideas with limited success • engages the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the question • shows limited awareness of the purpose and intention of writing the article e.g. by stating simple ideas • register may vary between formal and colloquial or slang, sustaining neither • use of devices such may not be appropriate or effective; • limited vocabulary evident with arbitrary or little use of argumentative /persuasive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • shows evidence of erratic paragraph structure • show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated dialogue if appropriate
<p>0 marks</p>	<p>nothing worthy of credit</p>

Indicative content

Candidates' letters should be succinct and very focused. What is required is concentrated information reflecting the available 16 marks and the recommended time.

Candidates may include the following in their letter:

- show understanding that they are addressing the personnel manager
 - explain what work experience means and what they are supposed to do
 - explain why they chose the Wildlife Park or similar visitor attraction such as a 'Water World' or Theme Park, e.g. familiarity with it, the fact that it is local
 - describe what they are like, e.g. punctual, reliable, interest in and love of animals /water/theme park rides
 - describe job preferences, e.g. working with different animals, meeting people, security/safely of children
 - offer reasons to support views, ideas, preferences
- conclude in a rounded way.

AO3, iii English AO4, iii English Language	Skills
<p style="text-align: center;">Mark Band 3</p> <p style="text-align: center;">5-6 marks</p>	<ul style="list-style-type: none"> • uses complex grammatical structures and punctuation with success • organises writing using sentence demarcation accurately • employs a variety of sentence forms to good effect including short sentences • shows accuracy in the spelling of words from an ambitious vocabulary • uses standard English appropriately
<p style="text-align: center;">Mark Band 2</p> <p style="text-align: center;">3-4 marks</p>	<ul style="list-style-type: none"> • writes with control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is mainly accurate • employs a variety of sentence forms • shows accuracy in the spelling of words in common use in an increasingly developed vocabulary • uses standard English appropriately
<p style="text-align: center;">Mark Band 1</p> <p style="text-align: center;">1-2 marks</p>	<ul style="list-style-type: none"> • writes with some control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is sometimes accurate • writes simple and some complex sentences • shows accuracy in the spelling of words in common use • uses standard English
<p style="text-align: center;">0 marks</p>	<p style="text-align: center;">nothing worthy of credit</p>

- 7 You are going to write an article for your school newspaper **persuading your readers** that we should help homeless people.

The article should be about:

- where there are homeless people
- who they are and the situation they are in
- what we should do about it

(24 Marks)

AO3, i, ii English AO4, i, ii English Language	Skills
<p>Mark Band 3</p> <p>'clear' 'success'</p> <p>11-16 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • writes in a way which shows clarity of thought and communicates with success • engages the reader with more detailed argument and persuasive ideas, e.g. makes reference to consequences, implications • clearly states the purpose and intention of writing the article e.g. by articulating ideas, concerns, issues • writes a formal article, the tone of which is appropriately serious and which may show subtlety, begins to employ e.g. emphasis, assertion, reason, emotive language • uses devices such as the rhetorical question, lists, hyperbole as appropriate • uses words effectively including argumentative/ persuasive markers e.g. "Furthermore", 'Alternatively' <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs paragraphs effectively in a whole text • uses a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate • presents well thought out ideas in sentences
<p>Mark Band 2</p> <p>'some'</p> <p>5-10 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • engages the reader by presenting a point of view with some reasoning and persuasive ideas -though links in arguments may be tenuous, e.g. makes reference to the issue and its implications • shows awareness of the purpose and intention of writing the article e.g. by stating a number of related ideas • register may vary between formal and colloquial or slang, the tone may be unvaried • uses some devices such as the rhetorical question, lists, exaggeration but not always appropriately • uses limited vocabulary but includes argumentative /persuasive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • uses paragraphs which may enhance meaning • some evidence of structural features, e.g. short paragraphs, dialogue if appropriate
<p>Mark Band 1</p> <p>'limited'</p> <p>1-4 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates few ideas with limited success • engages the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the question • shows limited awareness of the purpose and intention of writing the article e.g. by stating simple ideas • register may vary between formal and colloquial or slang, sustaining neither • use of devices such as the rhetorical question and lists may not be appropriate or effective; • limited vocabulary evident with arbitrary or little use of argumentative /persuasive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • shows evidence of erratic paragraph structure • show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated dialogue if appropriate
<p>0 marks</p>	<p>nothing worthy of credit</p>

Indicative content

Candidates' articles should be expansive and developed, showing evidence of thoughtful and considered ideas, persuasively argued and reflecting the available 24 marks.

Candidates may include the following in their article:

- show understanding of homelessness including young people who are homeless, homelessness in their locality, in UK, elsewhere –use of the Reading materials may be evident
- offer some reasons why people become homeless and describe the right and wrong way to react to them
- persuade the reader to be sympathetic to homeless conditions such as; living on the street, hostels, temporary accommodation, living rough
- evoke reader sympathy by comparisons with people, especially teenagers, with comfortable homes
- offer persuasive ideas for making things better –money for charities, providing shelter, having a sympathetic view, taking in people you know, local government and national plans
- conclude in a rounded and persuasive way.

AO3,iii English AO4,iii English Language	Skills
Mark Band 3 6-8 marks	<ul style="list-style-type: none"> • uses complex grammatical structures and punctuation with success • organises writing using sentence demarcation accurately • employs a variety of sentence forms to good effect including short sentences • shows accuracy in the spelling of words from an ambitious vocabulary; • uses standard English appropriately
Mark Band 2 3-5 marks	<ul style="list-style-type: none"> • writes with control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is mainly accurate; • employs a variety of sentence forms • shows accuracy in the spelling of words in common use in an increasingly developed vocabulary • uses standard English appropriately
Mark Band 1 0-2 marks	<ul style="list-style-type: none"> • writes with some control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is sometimes accurate • writes simple and some complex sentences • shows accuracy in the spelling of words in common use • uses standard English
0 marks	nothing worthy of credit