



General Certificate of Secondary Education

**English/
English Language**

Unit 1 F Tier

Understanding and producing non-fiction texts

Mark Scheme

2012 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 in the standardisation process and is the scheme which was used by them in this examination. The standardisation process 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 process 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 process, 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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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
- apply formative annotation to assist in making your judgement highlighting where skills descriptors have been met
- work up 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
- apply summative annotation to justify your mark to the next reader.

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 forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader.
- ii. Organise information and ideas into structures 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 |

Read **Source 1**, the online article, *'Help us mutiny': Johnny Depp pays surprise visit to London primary school dressed as Jack Sparrow after letter from girl, 9*

1a List four things we learn about the actor Johnny Depp from the article.

(4 marks)

Give one mark to each of the following possible answers up to a maximum of 4:

Indicative Content:

- Johnny Depp visited a primary school in London
- he was in London filming the fourth *Pirates ... Caribbean*
- he went to the primary school dressed up as his character Jack Sparrow
- he was responding to a request by a pupil at the school who wrote to him
- he was filming nearby at the Naval College
- he arrived in a blacked out car
- he was in full make-up for his character
- Johnny Depp asked to meet Beatrice in the assembly and gave her a cuddle
- he had been doing some stunts when he was filming – jumping from windows and riding a chariot
- he is starring in the film with Penelope Cruz
- he once made a similar visit to Great Ormond Street Hospital to donate £1million
- he also visited the hospital in costume as Jack Sparrow to tell bedtime stories to the children
- he has a daughter Lily-Rose and a son Jack John
- his partner is Vanessa Paradis

or any other valid responses that you are able to verify by checking source 1.

Identify correct answers with a red tick icon and/or incorrect answers with a green cross icon.

1b What was interesting and unusual about Johnny Depp's visit to the primary school?

(4 marks)

| A02, i English A03, i English Language | Skills |
|--|--|
| Mark Band 3 'clear' 'relevant' 4 marks | <ul style="list-style-type: none"> • clear evidence that the text is understood • engages with the text and makes inferences • offers relevant and appropriate quotations • makes developed reference to interesting/unusual aspects of the visit |
| Mark Band 2 'some' 'attempts' 2-3 marks | <ul style="list-style-type: none"> • some evidence that the text is understood • attempts to engage with the text and makes an inference • offers some relevant quotation to support what has been understood • makes some reference to interesting/unusual aspects of the visit |
| Mark Band 1 'limited' 1 mark | <ul style="list-style-type: none"> • limited evidence that the text is understood • simple engagement with the text • offers some quotation, textual detail or copying out • simple reference to the visit |
| 0 marks | nothing worthy of credit |

Indicative Content

Candidates' responses may include:

- the fact that it is unusual for a Hollywood star to visit your school
- it is interesting and unusual because it was a surprise visit
- it was more interesting because Johnny Depp came dressed up as Jack Sparrow
- it was unusual because he was responding to a letter from a nine year old, asking for his help to 'mutiny' against their teachers and actually came to the school in his pirate costume
- usually a celebrity visit might be very well planned and involve a lot of security, but the school only had ten minutes notice of the visit.

Please mark using the Related Parts comments labelling each identifiable skill.

Provide a brief summation using the All/Some Band 1/2/3 comments.

Now read **Source 2**, the RNLI webpage.

2 Explain what you learn about the RNLI lifeboat rescue on Loch Ness.

Remember to:

- show your understanding by explaining in your own words
- support your ideas using the text

(8 marks)

| A02, i English A03, i English Language | Skills |
|---|--|
| Mark Band 3 'clear' 'relevant' 7 - 8 marks | <ul style="list-style-type: none"> • clear evidence that the text is understood • clear engagement with the text and makes inferences • offers relevant and appropriate references/quotations • makes developed reference to the rescue |
| Mark Band 2 'some' 'attempts' 4 - 6 marks | <ul style="list-style-type: none"> • some evidence that the text is understood • attempts to engage with the text and makes an inference • offers some relevant reference/quotation to support what has been understood • makes some reference to the rescue |
| Mark Band 1 'limited' 1 - 3 marks | <ul style="list-style-type: none"> • limited evidence that the text is understood • simple engagement with the text • offers some quotation, textual detail, or copying • simple reference to the rescue |
| 0 marks | nothing worthy of credit |

Indicative Content

Candidates' responses may include:

- the rescue took place in October
- it involved a family whose boat ran aground
- it took place on Loch Ness
- that not just the family were rescued but their pet hamster too
- the rescue took place in the afternoon in clear weather
- Ian Putnam, Joy Cameron and Martin Douglas were the rescuers on the RNLI boat which was called Mercurius
- during the rescue, Joy swam and waded to reach the boat in choppy conditions
- nobody was injured and the boat wasn't damaged but had to be towed into deeper water
- because the water was so shallow this made the rescue more difficult, as did the narrow channel the boat was trapped in.

Please mark using the Related Parts comments labelling each identifiable skill.

Provide a brief summation using the All/Some Band 1/2/3 comments.

Now read **Source 3**, an extract of travel writing by Michael Palin.

3 How does the writer use **language features** to **inform** the reader about his trip and to **describe** his experiences?

Remember to:

- give some examples of language features that inform
- give some examples of language features that describe
- explain the effects

(12 marks)

| AO2 i, iii English A03 i, iii English Language | Skills |
|--|---|
| Mark Band 3 'clear' 'relevant' 9 - 12 marks | <ul style="list-style-type: none"> • clear evidence that the text is understood in relation to language features • developed comment on the effect of features of language to inform and describe • supports response with relevant quotations/examples • clear focus on language features which inform and describe |
| Mark Band 2 'some' 'attempts' 5 - 8 marks | <ul style="list-style-type: none"> • some evidence that the text is understood in relation to language features • some comment on the effect of features of language to inform and/or describe • attempts to support response with usually relevant quotations/examples • attempts to focus on language features which inform and/or describe |
| Mark Band 1 'limited' 1 - 4 marks | <ul style="list-style-type: none"> • limited evidence that the text is understood in relation to language feature(s) • simple generalised comment on the effect of feature(s) of language • simple support with textual details/example • simple reference/mention of language which informs and/or describes |
| 0 marks | nothing worthy of credit |

Indicative Content

Candidates' responses may include:

To inform:

- numerous references to time and place 'Day 22, 'east', 'at 5'
- uses of proper nouns – names of people and places, 'Captain Suleyman', 'Karachi'
- use of technical terms/subject specific language 'crew', 'bows' 'huge sail'
- use of listing 'sleeping spacewater'
- use of anecdote/real life story 'his brother's ship ... drowned'
- use of statement sentences/declarative sentences.

To describe:

- use of adjectives 'flat', 'calm', 'motionless'
- use of adverbs 'Suddenly', 'rarely', 'shamelessly'
- use of metaphor 'boat comes to life'
- use of non-finite verbs/'ing' verbs 'rolling/weaving/diving/backtracking/returning to describe the actions of the dolphins

- use of intensifier 'so blue and clear'
- use of noun phrases 'perfect silhouette', 'lucky men', 'precious water'
- use of complex sentences for detailed description.

A 50/50 weighting between linguistic features to inform and linguistic features to describe is not necessary.

Please mark using the Related Parts comments labelling each identifiable skill.

Provide a brief summation using the All/Some Band 1/2/3 comments.

- 4 Choose two of the three sources and compare the way that both texts use **presentational features** for effect.

I have chosen source and

Remember to:

- write about the way the sources are **presented**
- explain the **effect** of the presentational features
- compare the way they **look**.

(12 marks)

| A02, i, iii English A03, I, iii English Language | Skills |
|--|---|
| Mark Band 3 'clear' 'relevant' 9 - 12 marks | <ul style="list-style-type: none"> • clear evidence that the texts are understood in relation to presentational features • clear comparison of presentational features • developed comment on the effect of presentational features in both texts • focused examples of presentational features from both texts |
| Mark Band 2 'some' 'attempts' 5 – 8 marks | <ul style="list-style-type: none"> • some evidence that the texts are understood in relation to presentational features • attempts to compare presentational features • some comment on the effect of presentational features in both texts • some examples of presentational features |
| Mark Band 1 'limited' 1 - 4 marks | <ul style="list-style-type: none"> • limited evidence that the texts are understood in relation to presentational feature(s) • simple cross reference of presentational feature(s) • simple generalised comment on the effect of presentational feature(s) • simple mention of presentational feature(s) |
| 0 marks | nothing worthy of credit |

4. Indicative Content

The following presentational devices are worthy of comment in each text.

Reward any clear examples found.

Reward any valid/useful/thoughtful comments on effect.

Reward any obvious/valid/interesting comparisons made by students between their chosen texts.

In *'Help us Mutiny'*

- the traditional Daily Mail logo is reduced to Mail and placed alongside Online in a more modern font
- the headline uses a quotation from the little girl's letter and a clear reference to the star's name and character
- the intro paragraph is a one line paragraph
- the article is structured in tabloid paragraphs
- the colour photograph shows the strange sight of Captain Jack in a school assembly hall, complete with benches etc, in costume. He is holding Beatrice's letter which links to the information in the article. Beatrice is smiling shyly. There is an onlooker, smiling, who is also dressed as a pirate

In RNLI webpage

- uses the RNLI logo and the explanation of who they are on the blue band at the top
- the colours blue and white are used in various shades on the webpage and are used in connection with the sea
- the menu bar also uses an orangey red and white which links to the flag
- the photograph seems to show the rescue in action and shows the lifeboat crew throwing the tow rope to each other. It seems it's not staged because the crew are busy and not posing for the camera. You cannot see their faces, but you can see what they are doing
- five short paragraphs are organised with light blue space and printed in the same navy blue as the header
- further information about the RNLI is organised at the side in text boxes and the menu on the right includes a bar to make a donation directly to the charity.

In Around the World in 80 days

- uses a logo like a date stamp or a postmark to suggest a postcard sent home
- structured into paragraphs, the shorter ones indicating periods of inactivity, the longer ones the moments of more action
- the text uses two colour photographs, one of Palin and the film crew relaxing, sleeping, reading. They are in shorts and look casual and leisurely – bored even. By contrast, the second photograph depicts a crew member working on the sail. Both photographs show vivid shades of blue.

Please mark using the Related Parts comments labelling each identifiable skill.

Provide a brief summation using the All/Some Band 1/2/3 comments.

- 5 Your school or college has set up its own radio station. Write the **script** for a short radio broadcast **informing** students about a good place to visit in your area.

Remember to:

- write a **script**
- use language to **inform**

Try to write approximately one side of your answer booklet

(16 marks)

| AO3 i, ii | Skills |
|--|---|
| <p>Mark Band 3 'clear' 'relevant' 9-10 marks</p> | <p>Communication</p> <ul style="list-style-type: none"> • shows clarity of thought and communicates with success • engages the reader with more detailed information • clearly communicates the purpose • writes in a register which is clearly appropriate for audience • uses linguistic features appropriate to purpose • uses vocabulary effectively including discursive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs paragraphs effectively in the whole text • begins to use a variety of structural features |
| <p>Mark Band 2 'some' 'attempts' 5-8 marks</p> | <p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • engages the reader with some information • shows awareness of the purpose • attempts to write in an appropriate register for audience • uses some linguistic features appropriate to purpose • attempts to vary vocabulary and use discursive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • uses paragraphs which may be tabloid and/or at times correctly placed • some evidence of structural features |
| <p>Mark Band 1 'limited' 1-4 marks</p> | <p>Communication</p> <ul style="list-style-type: none"> • communicates with limited success • reference to one or two ideas linked to task • occasional awareness of the purpose • limited awareness of appropriate register for audience • simple attempt to use linguistic features • uses a limited vocabulary <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • random or no paragraphs • limited use of structural features |
| <p>0 marks</p> | <p>nothing worthy of credit</p> |

Indicative content

Candidates may include some of the following attributes in their work:

- show understanding of the audience and purpose
- make the information clear and engaging for the reader
- provide content on a local place, e.g. library, leisure centre, shopping centre, park
- attempt techniques to inform such as: fact and opinion, developed ideas, statement sentences, listing, references to times and places and proper nouns as well as discursive markers and/or interesting and imaginative ideas and details with the likelihood of some descriptive phrases
- organise the writing effectively

Please mark using the Related Parts comments labelling each identifiable skill.

Provide a brief summation using the All/Some Band 1/2/3 comments.

| AO3 iii | Skills |
|--------------------------|--|
| Mark Band 3 5-6 marks | <ul style="list-style-type: none"> • uses complex grammatical structures and a range of punctuation with success • uses sentence demarcation accurately • uses a variety of sentence forms to good effect • accurate spelling of more ambitious words • usually uses standard English appropriately |
| Mark band 2 3-4 marks | <ul style="list-style-type: none"> • some control of agreement, punctuation and sentence construction • uses sentence demarcation which is mainly accurate • uses a variety of sentence forms • some accurate spelling of more complex words • sometimes uses standard English appropriately |
| Mark band 1 1-2 marks | <ul style="list-style-type: none"> • limited control of agreement, punctuation and sentence construction • occasional use of sentence demarcation • limited range of sentence forms • some accurate basic spelling • limited use of standard English |
| 0 marks | nothing worthy of credit |

- 6 Write a **letter** to a well-known person **persuading** them to visit your school or college for the benefit of the students.

Remember to:

- write a **letter**
- use language to **persuade**

(24 marks)

| AO3, i, ii | Skills |
|--|---|
| <p>Mark Band 3 'clear' 'success' 13 - 16 marks</p> | <p>Communication</p> <ul style="list-style-type: none"> • shows clarity of thought and communicates with success • engages the reader with more detailed persuasion • clearly communicates the purpose • writes in a register which is appropriate for audience • uses linguistic features appropriate to purpose • uses vocabulary effectively including discursive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • uses paragraphs effectively in the whole text • uses a variety of structural features e.g. different paragraph lengths, conventions of letter format |
| <p>Mark Band 2 'some' 'attempts' 7 - 12 marks</p> | <p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • engages the reader with some persuasion • shows some awareness of the purpose • attempts to write in an appropriate register for audience • uses some linguistic features appropriate to purpose • attempts to vary vocabulary and use discursive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • uses paragraphs which may be tabloid and/or at times, correctly placed • some evidence of structural features, e.g. letter format |
| <p>Mark Band 1 'limited' 1 - 6 marks</p> | <p>Communication</p> <ul style="list-style-type: none"> • communicates with limited success • reference to one or two ideas linked to task • occasional awareness of the purpose • limited awareness of appropriate register for audience • simple attempt to use linguistic features • uses simple vocabulary <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • random or no paragraphs • limited use of structural features e.g. 'Dear' and 'from' |

| | |
|---------|--------------------------|
| 0 marks | nothing worthy of credit |
|---------|--------------------------|

Indicative content:

Candidates may include some of the following attributes in their letter:

- show understanding of the nature of the persuasive letter
- show awareness of the nature of the audience and shape register to match their choice e.g. more formal language for a politician and more lively choices for an actor or pop star
- use language to persuade such as simple rhetorical devices and phrases, opinions, anecdote or example and evidence
- evoke reader interest through engaging choices of vocabulary and detail
- use effective and recognisable ways to organise a letter
- conclude in a rounded and persuasive way.

Please mark using the Related Parts comments labelling each identifiable skill.

Provide a brief summation using the All/Some Band 1/2/3 comments.

| AO3, iii | Skills |
|----------------------------|--|
| Mark Band 3 7 - 8 marks | <ul style="list-style-type: none"> • uses complex grammatical structures and a range of punctuation with success • uses sentence demarcation accurately • uses a variety of sentence forms to good effect • accurate spelling of more ambitious words • usually uses standard English appropriately |
| Mark band 2 4 - 6 marks | <ul style="list-style-type: none"> • some control of agreement, punctuation and sentence construction • uses sentence demarcation which is mainly accurate; • uses a variety of sentence forms • some accurate spelling of more complex words • sometimes uses standard English appropriately |
| Mark band 1 1 - 3 marks | <ul style="list-style-type: none"> • limited control of agreement, punctuation and sentence construction • occasional use of sentence demarcation • limited range of sentence forms • some accurate basic spelling • limited use of standard English |
| 0 marks | nothing worthy of credit |