



**General Certificate of Secondary Education
June 2013**

English Language/English

ENG1F

(Specification 4705/4700)

Unit 1: Understanding and producing non-fiction texts

FINAL

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 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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Registered address: AQA, Devas Street, Manchester M15 6EX *Dr Michael Cresswell Director General*

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
- apply formative annotation to assist in making your judgement, highlighting where skills descriptors have been met
- 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.
- ii. 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, '*F1 fan receives bionic hand from Mercedes team*' and answer the questions below:

1a List **four** things you learn about Matthew James's bionic hand from the article.

(4 marks)

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

Indicative Content:

- the cost of the hand was/is £35,000
- the hand is very versatile
- the hand allows Matthew to grip a pen/tie shoelaces/catch a ball
- the hand plugs into Matthew's arm
- the hand can detect electrical impulses from the muscles in Matthew's lower arm
- the hand is going to make a big difference to Matthew's life
- the outer shell of the hand is see through so you can see the mechanics working inside.

Or any other valid responses that you are able to verify from checking source 1.
Identify correct answers with a tick icon or incorrect answers with a cross icon.

1b What do you understand about the ways the bionic hand will change Matthew's life?

Remember to:

- show your understanding by using your own words
- support your ideas with the text.

(4 marks)

AO2, i English AO3, i English Language	Skills
Mark Band 3 'clear' 'relevant' 4 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 quotations • makes clear statements on the ways the hand will change Matthew's life
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 a relevant quotation to support what has been understood • makes a statement on the way(s) the hand will change Matthew's life
Mark Band 1 'limited' 1 mark	<ul style="list-style-type: none"> • limited evidence that the text is understood • simple engagement with the text • may offer limited quotation, textual detail or copying out • simple reference to the way the hand will change Matthew's life
0 marks	nothing worthy of credit

Please mark using the Related Parts Comments labelling each identifiable skill.**Provide a brief summation using the All/Some 1/2/3 comments**

Indicative Content

Candidates' responses may include:

- the hand will change Matthew's life because of its many abilities, 'The hand is so versatile catch a ball.' This suggests it will enable Matthew to do many things that those born with a left hand take for granted.
- the hand is a real step up from his former artificial limb, 'My old artificial hand was not great.' The article tells us of its complicated mechanics and the signals it transmits to a mini computer suggesting it is a far more sophisticated piece of kit and much more like a real hand for Matthew, giving him more abilities.
- the hand will change the way that Matthew can do his schoolwork, 'I used to struggle with lab experiments'. This suggests that Matthew will now be able to take a fuller part in lessons.
- the hand will make a difference to Matthew being able to join in things he loves, 'I also love sport but has always been a struggle.' This suggests that Matthew will be able to have a more active, sporty life now he has his new hand.

Now read **Source 2**, from Mitch Winehouse’s biography of his daughter Amy Winehouse where he describes her schooldays.

2 What do you understand about Amy Winehouse’s schooldays from the extract?

Remember to:

- show your understanding of the text by explaining in your own words
- support your ideas with the text.

(8 marks)

AO2, i English AO3, 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 quotations to support what has been understood • clear statements about Amy’s schooldays
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 quotations to support what has been understood • makes some statements about Amy’s schooldays
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 • may offer limited textual detail, quotation or copying out • simple reference to Amy/Amy’s schooldays
0 marks	nothing worthy of credit

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

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

Indicative Content

Candidates’ responses may include:

- that Amy was quite naughty at school, ‘Her mum and I were called to the school for meetings about her behaviour on numerous occasions.’ suggesting that this was a recurring problem which was perhaps getting worse as she got older.
- that the one thing Amy liked was being in school shows, ‘ the only thing she seemed to enjoy about school was performance.’ suggesting she had a talent and was confident about joining in.
- that she was very keen to study drama and performance full time, ‘Amy applied to the Sylvia Young Theatre School without telling us.’ This tells us how much she wanted to change schools and learn to be a performer. It also tells us that she was very confident in her skills and very determined.
- that Amy was average in many ways in school , ‘My reports are full of could do betters’, which tells us she was aware of the things she was not so good at and that she was keen to work on the things she is good at.
- that Amy wanted to do better than she was doing in school, ‘ I want to go somewhere where I am stretched to my limits beyond.’ suggesting that Amy was ambitious in her schooldays and willing to work very hard at the things she excelled at.

Now read **Source 3**, '*Music Studio*' an extract from a brochure advertising activity holidays for teenagers.

3 How does the writer use **language features** in the brochure?

Remember to:

- give some examples of language features
- explain the effects.

(12 marks)

AO2 i, iii English AO3 i, iii English Language	Skills
<p>Mark Band 3 'clear' 'relevant' 9 - 12 marks</p>	<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 • supports response with relevant quotations • focussed examples of language features
<p>Mark Band 2 'some' 'attempts' 5 - 8 marks</p>	<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 • attempts to support response with usually relevant quotations • some examples of language features
<p>Mark Band 1 'limited' 1 - 4 marks</p>	<ul style="list-style-type: none"> • limited evidence that the text is understood in relation to language feature • simple generalised comment on the effect of feature of language • simple support with textual detail/quotation • simple mention of language/language feature
<p>0 marks</p>	<p>nothing worthy of credit</p>

**Please mark using the Related Parts Comments labelling each identifiable skill.
Provide a brief summation using the All/Some 1/2/3 comments**

Indicative Content

Candidates' responses may include:

- rhetorical questions 'Do you love music?' to engage and involve the readers if their key interest is music, thereby directly targeting a specific audience.
- question and answer sequencing, 'Can I do other activities as well?', 'Yes ...' to provide further information as to what the holiday can offer.
- direct address, 'You'll learn from the professionals ...', to build a relationship with the reader and involve them in a dialogue about the holiday which is more persuasive.
- listing, 'Hip Hop, Rock, R & B, House', to inform readers of the variety of musical styles you could work on, on the holiday. The listing has the impact of showing a wide variety of choices and therefore widens the appeal to the reader.
- acronyms, 'R & B, CD, MP3' assume the reader knows what these mean and implies they have some subject knowledge about music.
- subject specific/ specialist language/ semantic field of music, 'record, track, sample, sequence beats, sound recording hardware.' implies that the reader will understand these terms and be serious about music and/or implies that the holiday itself will provide a very professional experience.
- positive adjectives/ noun phrases and superlatives, 'trained, experienced, brilliant, professional quality, latest, most up to date,' all suggest the quality and sophistication of the course and its equipment enticing the reader who might be impressed by the opportunities on offer.
- facts, the holiday comprises 'six half days of music technology + six half days of multi activity' to inform the reader of what the holiday is made up of.'

4 Now look again at Source 1 and Source 3. Compare the way that they each use **presentational features** for effect

Remember to:

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

(12 marks)

AO2, i, iii English AO3, 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 the presentational features in both texts • focussed 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
<p>Please mark using the Related Parts Comments labelling each identifiable skill. Provide a brief summation using the All/Some 1/2/3 comments Indicative Content</p> <p>Source 1:</p> <ul style="list-style-type: none"> • uses a bold headline to capture the reader's interest by linking 'F1 fan' with the team name 'Mercedes' and the interesting reference to 'bionic hand' • uses an explanatory strapline. • the article is placed below the online banner, using 'racing green' and black • The Telegraph banner is bold, black on white, incorporating a traditional font style, perhaps emphasising the longstanding nature of the newspaper. • the photograph illustrates Matthew in a company-logoed tee shirt demonstrating his new hand, but also promoting the company that made his hand. He has the appearance of an ordinary schoolboy but 	

the image of the hand is arresting, showing us both the skill of the hand and how well Matthew is able to use it. The red apple is a contrast in colour and draws attention immediately to the hand.

- the background to the photograph seems to show a model of another artificial arm, again perhaps to promote the work of the company who made Matthew's hand.

Source 3:

- uses a neutral background colour with the effect of shaded crayon, perhaps to indicate this is aimed at younger people.
- different shades of red/dark red/burgundy in a minimalist font provide the headings. This is simple and uncluttered with an explanatory strapline in a 'handwritten' font underneath.
- the dotted line in dark red provides a symbolic link to the topic of the course with its musical notes and the ink splodge highlights the age group the holiday is aimed at.
- the information is organised into short tabloid paragraphs using questions as headings, suggesting the types of things teenagers might ask about the trip. This is presented in the red of the title to emphasise the separation of question and answer.
- there is a selection of photographs on the page, the main one showing boys looking casual and happy, one playing guitar. Two of the smaller photographs show students using professional equipment, giving the impression of working in a recording studio, whilst the last one shows an outdoor, more adventurous team activity. The effect here is to show the range of things you might experience on the holiday – a chance to relax and play music, a chance to improve your skills in a professional way and a chance to be involved in some team building.
- the overall effect of the layout is rather like a scrapbook or album with the main photo fastened into place as if in a photo album – suggesting these are the kinds of memories you would bring back from an activity holiday like this.

5 Your local council is hosting an awards ceremony called ‘*Amazing Local People.*’

Write a **letter** to your local council, naming someone you know for an award, **explaining** why they deserve to win.

Remember to:

- write a **letter**
- use language to **explain**.

Try to write approximately one page.

(16 marks)

AO3 i, ii	Skills
<p>Mark Band 3 ‘clarity’ ‘success’ 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 explanation • 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"> • uses 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 explanation • 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
<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 • limited awareness of the purpose • limited awareness of appropriate register for audience • simple use of linguistic feature(s) • uses simple 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>

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

- 6 “Young people today waste too much time watching TV and playing computer games.” Write an **article** for a magazine of your choice **arguing** for or against this statement.

Remember to:

- write an **article**
- use language to **argue**.

Try to write approximately two pages.

(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 arguments • 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"> • uses paragraphs effectively in the whole text • begins to use a variety of structural features
<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 argument • 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
<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 • limited awareness of the purpose • limited awareness of appropriate register for audience • simple attempt to use linguistic feature(s) • uses simple 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>

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