General Certificate of Secondary Education

English/
English Language

Unit 1 F Tier

Understanding and producing non-fiction texts

Mark Scheme

2012 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation 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. If, after this process, examiners encounter unusual answers 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.

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.

iii.   Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

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 newspaper interview with Rachael Latham, and answer the questions below:

1a List 4 things we learn about Rachael Latham.

(4 marks)

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

Indicative Content:

- She is a Paralympic swimmer
- She is a university student
- She is competing in the London 2012 Paralympics
- She competed in Beijing
- She uses visualisation to cope with the pressure of competition
- She enjoys listening to Snow Patrol on her iPod
- She'd like to try cycling competitively
- She makes decisions when she is training
- She loves swimming but enjoys the racing part most of all

or any other valid responses.

1b   How does Rachael feel about her swimming career?

(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 quotation to support what has been understood • makes developed reference to Rachael's feelings
Mark Band 2 'some' 'attempts' 2 - 3 marks	• 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 Rachael's feelings
Mark Band 1 'limited' 1 mark	• limited evidence that the text is understood • limited engagement with the text • may offer limited quotation, textual detail or copying out • identifies a feeling
0 marks	• nothing worthy of credit

Indicative Content

Candidates' responses may include:

- swimming comes first for her, despite the fact she is now at university and has to study for exams as well
- she is excited about swimming in the Paralympics in London and seems to be looking forward to it rather than feeling scared
- she'd like to just get up and go and that's what she doesn't like about the training – that she has to get to the pool and change before she can swim
- she seems very motivated – saying 'C'mon, c'mon. Let's go' to herself all the time she is racing
- she is also motivated by racing and wants to be a winner

Now read **Source 2**, the extract from *Humble Pie*, the autobiography of celebrity chef Gordon Ramsay. Answer the question below.

2   As a young man, Gordon Ramsay was a talented footballer. What problems did he face following his football training accident?

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' 6 – 8 marks	- clear evidence that the text is understood - clear engagement with the text and makes inferences - offers relevant quotation to support what has been understood - makes developed reference to the problems Ramsay faced
Mark Band 2 'some' 'attempts' 3 – 5 marks	- 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 the problems Ramsay faced
Mark Band 1 'limited' 1 – 2 marks	- limited evidence that the text is understood - limited engagement with the text - may offer limited textual detail, quotation or copying - identifies a problem
0 marks	nothing worthy of credit

Indicative Content

Candidates' responses may include:

- His accident meant a smashed cartilage and a damaged knee which is a problem in a sport like football where you need to run
- He faced the problem of losing his place 'on the bench' or on the team because he was unable to play for eleven weeks.
- Another problem was that he rushed back into training when he should have been resting more – this may have prevented his injury from properly healing.
- He was also still in a lot of pain and would 'spend hours in hot and cold baths' to try and help this
- A further problem was refusing to accept he was in trouble because he wanted to play so much and 'ignoring the message my body was trying to send me.'
- He then faced the big problem of not being signed
- Not being able to face seeing anyone was another problem
- He had to face the problem of his disappointment and decide what he was going to do instead.

Now read **Source 3**, the Sports Relief webpage for schools about *Fantastic Fundraising Ideas,* and answer the question below.

3   How does the webpage use **language**:

● to **inform** and
● to **persuade** schools to take part in Sports Relief?

Remember to:

● give some examples of language features that inform
● give some examples of language features that persuade
● explain the effects.

(12 marks)

A02, i, iii English A03, i, iii English Language	Skills
Mark Band 3 'clear' 'relevant' 9-12 marks	● clear evidence that the texts are understood in relation to language features ● clear analysis of/developed comment on the effect of words and phrases to inform and persuade ● supports response with relevant quotations to support ideas/examples ● clear focus on language features which inform and persuade
Mark Band 2 'some' 'attempts' 5 - 8 marks	● some evidence that the texts are understood in relation to language features ● some comment on the effect of words/phrases to inform and persuade ● attempts to support response with usually relevant quotations/examples ● attempts to focus on language features which inform and persuade
Mark Band 1 'limited' 1 - 4 marks	● limited evidence that the text is understood in relation to language features ● simple comment on the effect of words/phrases to inform and/or persuade ● simple support with textual detail/example ● simple reference to/mention of language which informs and/or persuades
0 marks	● nothing worthy of credit

Indicative Content

Candidates' responses may include:
To inform:

-   uses snappy titles as part of the menu of activities (Think Big, Battle of the Buddies)
-   uses statements/ declaratives (Everyone loves a bit of fancy dress)
-   uses opinions (It's easy and fun)
-   uses statistics (£25 could provide 10 street children in India with their own bank account)
-   uses proper nouns (Sport Relief, Olympic, India)
-   uses a list of 'Top Tools' to inform the school of the things they need and provide the documents for them

To Persuade

- the text involves the reader using techniques such as direct address 'If you each make …'/ informal phrases such as 'a bit of fancy dress', questions 'Why don't you?, and the reference to 'Everyone..'
- the text uses a list of three (easy, fun …. everyone can do)
- the text uses language patterns such as alliteration to make the campaign's activities sound appealing and memorable (Memorable Miles, Battle of the Buddies)
- the text uses comparisons to help the reader to feel positive (small donation … huge difference)
- the text uses imperatives/command sentences/bossy verbs (Challenge staff and pupils, get in the Olympic spirit)
- uses positive vocabulary (loves, fun, loads of cash, fantastic)

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

4   Now look again at **Source 1** and **Source 3**. **Compare** the way that **both** texts 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)

A02, i, iii English A03, I, iii English Language	Skills
Mark Band 3 'clear' 'relevant' 9 – 12 marks	• clear evidence that the texts are understood in relation to presentational features • clear comparison of presentational features • clear analysis of/developed comment on the effect of the presentational features in both texts • relevant and appropriate examples of presentational features
Mark Band 2 'some' 'attempts' 5 – 8 marks	• 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 appropriate examples of presentational features
Mark Band 1 'limited' 1 – 4 marks	• limited evidence that the texts are understood in relation to presentational feature(s) • simple cross reference of presentational feature(s) • simple comment on the effect of presentational feature(s) • simple mention of presentational feature(s)
0 marks	• nothing worthy of credit

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 Cool in the Pool!
- the traditional Daily Mail logo is reduced to Mail and placed alongside Online in a more modern font
- The headline Cool in the Pool! uses an exclamatory and a rhyme. It uses the pun 'making a splash' to refer to her swimming
- The intro paragraph in bold gives the context for the interview
- The interview is structured in a Question and Answer format using the girls' initials after the first Q and A
- Questions are presented in a bold font to separate them visually from the answers
- The two colour photographs show the two sides to Rachael Latham – as a professional swimmer in her kit, with a look of determination and as a typical student, casually dressed, in her bedroom to help make a connection – possibly with younger readers

In Sport Relief 2010

- uses the Sport Relief logo based on the recognisable Red Nose
- the colour red is mirrored in the subheading 'Rise to the Challenge' and is also used to highlight which page of the menu we are on and in the boy's costume. This links to mention of the red and white theme in the text
- the subheading 'the training ground' links sport with school and is presented in multi colours
- a sky blue and white is used as the background with shapes implying clouds
- Each activity title has a fun icon attached to it to appeal to younger people –the zig zag line uses an arrow to indicate which page the reader is currently on
- There are pictures of children on the webpage, male and female, black and white, in costume and in uniform, perhaps to show how everyone is invited to take part. The costume looks fun and imaginative.
- The text is presented in a soft grey on white background with blue subheadings. This is less harsh than a black font and has less of a demanding feel. There is lots of white space so that the information is not dense but emphasises the short punchy structure of the paragraphs and sub headings.
- Separate boxes are used at the bottom of the page to provide key information and links. Two use graphics to illustrate but the middle section uses a photograph of a real project at work with Sport Relief funds, and pictures school age children similar to the boy in fancy dress.

5 A new TV series 'Dream Jobs' is giving people the chance to work in their dream job for a day. Write a **letter** to the producers **explaining** what your dream job would be and why you would love to try it.

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

Try to write approximately one page of your answer booklet.

(16 marks)

AO3, i, ii	Skills
Mark Band 3 'clarity' 'success' 9 - 10 marks	**Communication** • shows clarity of thought and communicates with success • engages the reader with more detailed explanations • clearly communicates the purpose of writing the letter • writes in a register which is clearly appropriate for audience • uses linguistic features appropriate to purpose • uses vocabulary effectively including discursive markers e.g. 'Furthermore...', 'In addition' **Organisation of Ideas** • employs paragraphs effectively in the whole text • begins to use a variety of structural features e.g. different paragraph lengths, indented sections if appropriate
Mark Band 2 'some' 'attempts' 5 – 8 marks	**Communication** • communicates ideas with some success • engages the reader with some explanation • shows awareness of the purpose of writing the letter • attempts to write in a register which is appropriate for audience • uses some linguistic features appropriate to purpose • attempts to vary vocabulary and use discursive markers **Organisation of Ideas** • uses paragraphs which may be tabloid and/or at times, correctly placed • some evidence of structural features, e.g. conventions of letter format
Mark Band 1 'limited' 1 – 4 marks	**Communication** • communicates with limited success • reference to one or two ideas linked to task • limited awareness of the purpose of writing the letter • limited awareness of appropriate register for audience • simple use of linguistic features • uses simple vocabulary **Organisation of Ideas** • random or no paragraphs • limited use of structural features e.g. Dear Producers
0 marks	• nothing worthy of credit

Indicative content

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

- show understanding that they are writing a letter and are aware of the audience and purpose
- make the explanations clear and engaging for the reader
- provide content on both the dream job and reasons why they want to try it, perhaps linking and/or developing ideas from one section to the other
- attempt techniques to explain such as: reasoning, developed ideas, discursive markers and/or interesting and imaginative ideas and details without becoming heavily reliant on narrative
- organise the letter effectively in a recognised form
- conclude in a rounded way.

AO3, iii	Skills
Mark Band 3 5 - 6 marks	• 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	• 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	• limited control of agreement, punctuation and sentence construction • limited use of sentence demarcation • limited range of sentence forms • some accurate spelling of words in common use • limited use of standard English
0 marks	• Nothing worthy of credit

6   **'**Sports stars are good role models for young people.'
Write an **article** for a magazine of your choice **arguing** for **or** against this view.

Remember to:
- write an **article**
- **argue** your point of view.

Try to write approximately two pages in your answer booklet.

(24 marks)

AO3, i, ii	Skills
Mark Band 3 'clear' 'success' 11 - 16 marks	**Communication** • shows clarity of thought and communicates with success • engages the reader with more detailed arguments • clearly communicates the purpose of writing the article • writes in a register which is appropriate for audience • uses linguistic features as appropriate to purpose • uses vocabulary effectively including discursive markers e.g. 'Furthermore', 'Alternatively' **Organisation of Ideas** • uses paragraphs effectively in the whole text • uses a variety of structural features e.g. different paragraph lengths, indented sections if appropriate
Mark Band 2 'some' 'attempts' 5 - 10 marks	**Communication** • communicates ideas with some success • engages the reader with some argument • shows some awareness of the purpose of writing the article • an attempt to write in an appropriate register for audience • uses some linguistic features as appropriate to purpose • attempts to vary vocabulary and use discursive markers **Organisation of Ideas** • uses paragraphs which may be tabloid and/or at times, correctly placed • some evidence of structural features
Mark Band 1 'limited' 1 – 4 marks	**Communication** • communicates with limited success • reference to one or two ideas linked to task • limited awareness of the purpose of writing article • limited awareness of appropriate register for audience • simple use of linguistic features • uses simple vocabulary **Organisation of Ideas** • random or no paragraphs • limited use of structural features e.g. simple heading
0 marks	• nothing worthy of credit

Indicative content:

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

- show understanding of the nature of an article for a magazine offer a clear point of view for or against the statement
- show awareness of the specified nature of the purpose and the possible wide audience perhaps through lively and entertaining language choices or strongly argued, more formal choices
- use language to present a viewpoint such as simple rhetorical devices and phrases, opinions, anecdote or example and evidence
- evoke reader interest through own point of view
- use effective and recognisable ways to organise an article
  conclude in a rounded and persuasive way

AO3, iii	Skills
Mark Band 3 6 - 8 marks	- 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 - 5 marks	- 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	- limited control of agreement, punctuation and sentence construction - limited use of sentence demarcation - limited range of sentence forms - some accurate spelling of words in common use - limited use of standard English
0 marks	Nothing worthy of credit

Assessment Objective	Section	
	A	B
2(i)	✓	
2(ii)		
2(iii)	✓	
2(iv)		
3(i)		✓
3(ii)		✓
3(iii)		✓