



**General Certificate of Secondary Education**

**English/  
English Language**

**Unit 1 F Tier**

**Understanding and producing non-fiction texts**

**Final Mark Scheme**

*2013 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 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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## 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).

<b>Assessment Objective</b>	<b>Section A</b>
English AO2(i) English Language AO3(i)	✓
English AO2(ii) English Language AO3(ii)	
English AO2(iii) English Language AO3 (iii)	✓
English AO2(iv)	
	<b>Section B</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, *UK's rarest spider moves house in a plastic bottle* and answer the questions:

**1a** List **four** things you learn about ladybird spiders.

(4 marks)

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

Indicative Content:

- ladybird spiders are one of the most colourful in Britain/the UK
- in the 1990s only 56 were left
- there are now more than 1000
- it is the rarest spider in Britain/the UK
- its new home is in Dorset
- they are being transported in plastic bottles
- the males have bright red bodies with small black spots
- ladybird spiders live in a hole in the ground

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 how the ladybird spider is being saved from extinction?

Remember to:

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

(4 marks)

A02, i English A03, i English Language	Skills
Mark Band 3 'clear' 'relevant' 4 marks	<ul style="list-style-type: none"> <li>• clear evidence that the text is understood</li> <li>• clear engagement with the text and makes inferences</li> <li>• offers relevant and appropriate quotations</li> <li>• clear statements on how the spiders are being saved</li> </ul>
Mark Band 2 'some' 'attempts' 2 - 3 marks	<ul style="list-style-type: none"> <li>• some evidence that the text is understood</li> <li>• attempts to engage with the text and makes an inference</li> <li>• offers a relevant quotation to support what has been understood</li> <li>• makes a statement on how the spiders are being saved</li> </ul>
Mark Band 1 'limited' 1 mark	<ul style="list-style-type: none"> <li>• limited evidence that the text is understood</li> <li>• simple engagement with the text</li> <li>• may offer limited quotation, textual detail or copying out</li> <li>• a simple reference to the spiders and/or how they are saved</li> </ul>
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 Band 1/2/3 comments.

Indicative Content

Candidates' responses may include:

- the spiders are being saved in plastic bottles. You would not think that placing spiders inside bottles would help to save them.
- the plastic bottles are filled with natural things, implying that the conservationists are trying to make the spiders feel they are in their natural habitat.
- the fact that the spiders can crawl out in their own time implies that the conservationists are very protective of the existing spider population and careful in the way they introduce them to new places.
- the spiders were counted and conservationists recorded there were only 56 and have now worked to increase their numbers to 1000.

Now read **Source 2**, from Steve Backshall's *Looking for Adventure* where he describes his childhood home.

**2** Explain what you learn about Steve's childhood home.

Remember to:

- show your understanding of the text by explaining in your own words
- support your ideas with 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"> <li>• clear evidence that the text is understood</li> <li>• clear engagement with the text and makes inferences</li> <li>• offers relevant and appropriate quotations</li> <li>• clear statements on Steve's childhood home</li> </ul>
Mark Band 2 'some' 'attempts' 4 - 6 marks	<ul style="list-style-type: none"> <li>• some evidence that the text is understood</li> <li>• attempts to engage with the text and makes an inference</li> <li>• offers some relevant quotations to support what has been understood</li> <li>• makes some statements on Steve's childhood home</li> </ul>
Mark Band 1 'limited' 1 - 3 marks	<ul style="list-style-type: none"> <li>• limited evidence that the text is understood</li> <li>• simple engagement with the text</li> <li>• may offer limited quotation, textual detail or copying out</li> <li>• a simple reference to Steve's childhood home</li> </ul>
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 Band 1/2/3 comments.

Indicative Content

Candidates' responses may include:

- that his home sounds like a large place out in the countryside: 'Collingwood House... towering oak and silver birch trees'.
- it sounds like it is an old place that is in a poor state of repair: 'ramshackle buildings... a hundred years old... deeply rotten'.
- that in some ways it is like a dream come true: 'starry-eyed'.
- that Steve's childhood home housed many animals and this is maybe where his love of animals came from: 'our first rescue animal... hide-and-seek with the goats'.
- that his home was also a habitat for lots of wildlife and that Steve was very happy exploring here: 'the woods were my retreat'.
- the house was important to Steve and still is: 'Collingwood House will always be my home.'

Now read **Source 3**, *Make a hedgehog home*.

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

Remember to:

- give some examples of language features
- 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"> <li>• clear evidence that the texts are understood in relation to language features</li> <li>• developed comment on the effects of features of language</li> <li>• supports response with relevant quotations</li> <li>• focussed examples of language features</li> </ul>
Mark Band 2 'some' 'attempts' 5 - 8 marks	<ul style="list-style-type: none"> <li>• some evidence that the texts are understood in relation to language features</li> <li>• some comment on the effect of features of language</li> <li>• attempts to support response with usually relevant quotations</li> <li>• some examples of language features</li> </ul>
Mark Band 1 'limited' 1 - 4 marks	<ul style="list-style-type: none"> <li>• limited evidence that the text is understood in relation to language feature</li> <li>• simple generalised comment on the effect of feature of language</li> <li>• simple support with textual detail</li> <li>• simple mention of language/language feature</li> </ul>
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 Band 1/2/3 comments.

Indicative Content

Candidates' responses may include:

- imperatives, commands, instructional language: 'Make a hedgehog home.' 'Offer your local hedgehog...', 'Cut a hole...' to suggest to the reader what they could be doing to protect hedgehogs/to guide them in how to make the home/to give precise instructions.
- sequencing: 'Get these...', 'Next...', 'Then...' to aid instruction.
- alliteration: 'Top hedgehog tips', 'Helping hedgehogs...' used in the subtitles to be catchy, create a rhythm and draw the reader to the subsections as well as 'declining drastically' which focusses the reader on why you should help to protect hedgehogs.
- direct address: 'you', 'your' includes the reader and helps to create an informal, chatty tone.
- adjectives/noun phrases to describe different conditions: 'a cold wind', 'a wild and quiet area', 'dry leaves', soft things for their feet'.
- lists of three are used to provide added information for the reader such as what hedgehogs like to eat: 'insects, slugs and snails' or where the box should be placed 'alongside a fence, bank or wall'.
- listing is also used to inform the reader of what is required to build the house.
- there is vocabulary connected with the natural world: 'garden, hibernation, habitat.'

**Reward any clear examples found**

**Reward any valid/sensible/thoughtful comments on effect**

- 4 Now look again at all three sources. Choose **two** of these sources and compare the way that they each use **presentational features** for effect.

I have chosen source..... and source.....

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"> <li>• clear evidence that the texts are understood in relation to presentational features</li> <li>• clear comparison of presentational features</li> <li>• developed comment on the effect of the presentational features in <b>both</b> texts</li> <li>• focussed examples of presentational features from <b>both</b> texts</li> </ul>
Mark Band 2 'some' 'attempts' 5 - 8 marks	<ul style="list-style-type: none"> <li>• some evidence that the texts are understood in relation to presentational features</li> <li>• attempts to compare presentational features</li> <li>• some comment on the effect of presentational features in <b>both</b> texts</li> <li>• some examples of presentational features</li> </ul>
Mark Band 1 'limited' 1 - 4 marks	<ul style="list-style-type: none"> <li>• limited evidence that the texts are understood in relation to presentational feature(s)</li> <li>• simple cross reference of presentational feature(s)</li> <li>• simple generalised comment on the effect of presentational feature(s)</li> <li>• simple mention of presentational feature(s)</li> </ul>
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 Band 1/2/3 comments.</p> <p>Indicative Content</p> <p>Source 1:</p> <ul style="list-style-type: none"> <li>• uses a bold headline to capture the reader's interest by linking 'rarest spider' with the very ordinary 'plastic bottle'.</li> <li>• uses an explanatory strapline.</li> <li>• the photograph illustrates the ladybird spider and allows the reader to see how the species got its name, with the distinctive red colouring with black spots.</li> <li>• the photograph shows the reader the spider in its natural habitat.</li> </ul> <p>Source 2:</p> <ul style="list-style-type: none"> <li>• shows the cover of the autobiography with Steve Backshall's name highlighted in white bold font, the title in a bright yellow but with a slightly battered appearance as if even the title had been on an adventure.</li> <li>• there are two photographs of Steve Backshall, one where he is looking thoughtfully into the distance and one</li> </ul>	

where he is looking directly into the camera and laughing, as though different sides to him will be revealed in his autobiography.

- both shots show Steve Backshall in a natural and isolated environment, with blue skies and mountains, and dense jungle. He looks confident in both environments.

Source 3:

- uses natural earthy colours such as brown and green with a background of dry leaves to indicate the natural habitat described on the leaflet.
- uses white lettering for the friendly intro and final thought, but bold black lettering for the instructions themselves so they are clear, easy to follow and the numbering links with the numbers on the photographs.
- the photographs show how the hedgehog home comes together by following the steps in the instructions. They are there to give additional help to the reader but also to add visual interest to the page, by including the greenery. The photographs may persuade the reader to build the home as they make the process look very simple. They contrast with the soft out of focus background and are clear and sharp to help instruct the reader.
- the info sections are presented as if on torn pages of a notebook and in a font to represent handwriting, almost like a personal note to the reader.

5 A new website called *Outdoor Exploring for Kids* has just been set up.

Write a short **article** for the website **describing** a place you have explored and the most interesting thing you found there.

Remember to:

- write an **article**
- use language to **describe**

Try to write approximately one side of your answer booklet.

(16 marks)

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

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

- 6** Write the text for a **leaflet** to **persuade** students to help make your school or college more environmentally friendly.

Remember to:

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

Try to write approximately two sides of your answer booklet.

(24 marks)

AO3, i, ii	Skills
<p>Mark Band 3 ‘clear’ ‘success’ 13 - 16 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• shows clarity of thought and communicates with success</li> <li>• engages the reader with more detailed persuasive ideas</li> <li>• clearly communicates the purpose</li> <li>• writes in a register which is clearly appropriate for audience</li> <li>• uses linguistic features appropriate to purpose</li> <li>• uses vocabulary effectively including discursive markers</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• uses paragraphs effectively in the whole text</li> <li>• begins to use a variety of structural features</li> </ul>
<p>Mark Band 2 ‘some’ ‘attempts’ 7 - 12 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates ideas with some success</li> <li>• engages the reader with some persuasive ideas</li> <li>• shows some awareness of the purpose</li> <li>• attempts to write in a register which is appropriate for audience</li> <li>• uses some linguistic features appropriate to purpose</li> <li>• attempts to vary vocabulary and use discursive markers</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• uses paragraphs which may be tabloid and/or at times correctly placed</li> <li>• some evidence of structural features</li> </ul>
<p>Mark Band 1 ‘limited’ 1 - 6 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates with limited success</li> <li>• reference to one or two ideas linked to task</li> <li>• limited awareness of the purpose</li> <li>• limited awareness of appropriate register for audience</li> <li>• simple attempt to use linguistic feature(s)</li> <li>• uses simple vocabulary</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• Random or no paragraphs</li> <li>• limited use of structural features</li> </ul>
<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"> <li>• uses sentence demarcation accurately and a range of punctuation with success</li> <li>• uses a variety of sentence forms to good effect</li> <li>• accurate spelling of more ambitious words</li> <li>• usually uses standard English appropriately with complex grammatical structures</li> </ul>
<p>Mark Band 2 4 - 6 marks</p>	<ul style="list-style-type: none"> <li>• uses sentence demarcation which is mainly accurate with some control of punctuation</li> <li>• attempts a variety of sentence forms</li> <li>• some accurate spelling of more complex words</li> <li>• sometimes uses standard English appropriately with some control of agreement</li> </ul>
<p>Mark Band 1 1 - 3 marks</p>	<ul style="list-style-type: none"> <li>• occasional use of sentence demarcation and punctuation</li> <li>• limited range of sentence forms</li> <li>• some accurate basic spelling</li> <li>• limited use of standard English with limited control of agreement</li> </ul>
<p>0 marks</p>	<p>nothing worthy of credit</p>