



**General Certificate of Secondary Education**

**English/  
English Language**

**Unit 1 F Tier**

**Understanding and producing non-fiction texts**

**Mark Scheme**

**Post-standardisation**

*2011 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 during the standardisation process and is the scheme which was used by them in this examination. The standardisation ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are 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
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below.

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

**SECTION A: READING – Assessment Objectives**

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

**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 structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- iii. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

<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 holiday brochure for a trip to New York called 'guardian holiday offers' and answer the questions below.

**1** List four activities you can do in New York. (4 marks)

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

Indicative Content

Answers may include:

- stay at the Grand Hyatt Hotel on 42<sup>nd</sup> Street
- visit the Empire State Building
- take a walk in Central Park
- take the ferry to Staten Island
- watch a Broadway show
- go shopping in famous stores
- buy Christmas presents for friends and family

\*Do not accept activities done on board the ship.

**2** What do we learn about the ship Queen Mary 2 (QM2)?

(4 marks)

AO2i English AO3i 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 quotations to support what has been understood</li> <li>• makes developed references to information about the ship</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 some relevant quotation to support what has been understood</li> <li>• makes some reference to information about the ship</li> </ul>
Mark Band 1 'limited' 1 mark	<ul style="list-style-type: none"> <li>• limited evidence that the text is understood</li> <li>• limited engagement with the text</li> <li>• may offer limited quotation, textual detail or copying out</li> <li>• limited reference to information about the ship</li> </ul>
0 marks	nothing worthy of credit

Indicative Content

Candidates' responses may include:

- ideas about the ship being stylish and luxurious
- the ship is a place to feel pampered and excited
- references to the ship being regal and named after a Queen, implying that you feel like royalty once on board
- the facilities are outstanding

- facts about the ship such as it has 14 bars/10 restaurants/fitness suites etc
- references to the choice of entertainment and social facilities on board such as the pub, theatre, jazz club or casino

Now read Source 2, the extract from the autobiography of the footballer Fernando Torres.

**3** How does Fernando Torres like to spend his free time?

(8 marks)

AO2i English AO3i English Language	Skills
Mark Band 3 'clear' 'relevant' 6-8 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 quotations to support what is understood</li> <li>• makes developed references to how Torres spends free time</li> </ul>
Mark Band 2 'some' 'attempts' 3-5 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 quotation to support what has been understood</li> <li>• makes some reference to ideas about Torres and free time</li> </ul>
Mark Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> <li>• limited evidence that the text is understood</li> <li>• limited engagement with text</li> <li>• may offer limited quotation, textual detail, or copying</li> <li>• limited reference to ideas about Torres and free time</li> </ul>
0 Marks	Nothing worthy of credit
<p>Indicative Content</p> <p>Candidates' responses may include:</p> <ul style="list-style-type: none"> <li>• how Torres enjoys barbeques with friends</li> <li>• Torres enjoys shopping much more in England as he is less hassled by the public</li> <li>• How Torres has discovered a new hobby of putting together furniture and likes to finish his projects once he has started them</li> <li>• He enjoys walking in the parks with his wife and two bulldogs</li> <li>• He is also a reader and can't put down books until he finishes them</li> </ul>	

Now read **Source 3**, the water aid charity leaflet and answer the question below.

**4** How does the writer use language:

- to describe
- to show the child's (Honorin's) point of view?

(12 marks)

AO2i, iii English AO3i, iii English Language	Skills
Mark Band 3 'clear' 'relevant' 9-12 marks	<ul style="list-style-type: none"> <li>• clear evidence that the text is understood in relation to language features</li> <li>• clear analysis of the effect of words and phrases to describe and show viewpoint</li> <li>• offers relevant quotations/examples to support ideas</li> <li>• clear focus on language which describes and shows viewpoint</li> </ul>
Mark Band 2 'some' 'attempts' 5-8 marks	<ul style="list-style-type: none"> <li>• some evidence that the text is understood in relation to language features</li> <li>• some comment on the effects of words and phrases to describe and show viewpoint</li> <li>• attempts to support response with usually relevant quotations/examples</li> <li>• attempts to focus on language which describes and shows viewpoint</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</li> <li>• simple comment on the effect of words and phrases to describe and/or show viewpoint</li> <li>• limited support with quotations or textual details</li> <li>• simple reference to/mention of language which describes and/or shows viewpoint</li> </ul>
0 Marks	Nothing worthy of credit
<p>Indicative Content</p> <p>Candidates' responses may include:</p> <p>To describe:</p> <ul style="list-style-type: none"> <li>• using interesting verbs like 'skirted around' to show the hazards involved in collecting the water</li> <li>• using additional information in brackets</li> <li>• certain nouns give an impression of the type of place 'rice field', 'villagers'</li> <li>• noun phrases/adjectives/describing words to paint a picture 'faraway field', 'cool, fresh, clean', 'newly-dug', 'laughing children'</li> <li>• comparisons of the water, 'Not the yellow water.....sweet clear running water'</li> <li>• phrases like 'wonder filling her eyes' to evoke her feelings</li> </ul> <p>To show the child's (Honorin's) point of view:</p> <ul style="list-style-type: none"> <li>• has the tone of a children's story. Told in third person, but shows her feelings and memories</li> <li>• uses dialogue to show relationships "Oh look. Baby sister, look..."</li> <li>• mention of "two other children"</li> <li>• uses vocabulary and observations we might expect of a child 'worms wriggling in it', 'horrible tasting'</li> <li>• refers to the villagers as 'grown ups' and the charity workers as 'the people'</li> </ul>	

- uses simple vocabulary to express her thoughts ‘She thought that was nice’
- uses emotive language like ‘frightened’ to show she needs courage to speak to the people who visit the village to supply the well

**5** Now look again at all three sources. Choose **two** of the sources and compare the way that both texts use presentational features for effect.

Remember:

- to write about the way the sources are presented
- to compare how they look

(12 marks)

AO2i, iii English AO3i, 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 and/or cross reference of presentational features</li> <li>• clear analysis of the effect of the presentational features in both texts</li> <li>• relevant and appropriate examples to support ideas</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 and/or make cross reference of presentational features</li> <li>• some comment on the effect of presentational features in both texts</li> <li>• attempts to support response with usually appropriate examples</li> </ul>
Mark Band 1 ‘limited’ 1-4 marks	<ul style="list-style-type: none"> <li>• limited evidence that texts are understood in relation to presentational features</li> <li>• simple comparison and/or cross reference of presentational feature(s)</li> <li>• simple comment on the effect of a presentational feature</li> <li>• uses a simple example</li> </ul>
0 Marks	Nothing worthy of credit
<p>Indicative content</p> <p>The following presentational devices are worthy of comment in each text.</p> <p>Reward any clear examples found.</p> <p>Reward any valid/useful/thoughtful comments on effect.</p> <p>Reward any obvious/valid/interesting comparisons made by students between their chosen texts.</p> <p>In New York</p> <ul style="list-style-type: none"> <li>• the guardian logo built into the title in a stylish but traditional font</li> <li>• the different colours of blue used throughout, perhaps linked by the candidate to ideas about the cruise and the sea</li> <li>• the website conventions such as the drop down menus to offer ease of information and links to further information for the reader</li> <li>• the summary box used to clarify key information and giving a quick link “Book Now”</li> <li>• Two clear main paragraphs separating the piece into information about New York and information about the cruise home</li> <li>• Four colour photos of identical size and shape presented in an ordered way. The photographs use iconic pictures of New York which are recognisable – the Statue of</li> </ul>	

Liberty and the Manhattan skyline, also the ship by night and by day to show its scale and glamour

#### In Fernando Torres

- The piece is dominated by the one-page colour photograph of Torres. He is casually dressed and is not in football kit to highlight the idea of Switching Off which is the chapter title. He is looking directly at camera and therefore at us as we read.
- The text is separated by topic into short paragraphs. It is not dense as it is presented in an attractive clear font, with double spacing to be easy on the eye/lots of white space
- A key section – perhaps the most surprising piece of information he gives us – is presented in the same font but in a larger size. We are encouraged to read this first perhaps and then find out the background to this highlighted paragraph.
- The author and title of the chapter are presented in red and black in an unusual (gothic) font. The red may remind us of Liverpool FC. The red and black together, plus the name in the fancy font may remind us of Spain.

#### In WaterAid

- Uses a large dropped capital letter to open the text – like a story book
- Uses a large font with white space – again gives the impression of a page from a story book
- Uses two shades of blue to connect with the theme of Water
- The logo uses black for the word “Water” to emphasise its importance and uses the image of a drop of water perhaps to show how precious every drop is to some communities
- The picture of the little girl collecting water with the bucket on her head is child-like and simple, shown in silhouette and is emotive – more so perhaps because she is with the toddler
- The picture is not of specific individuals – it links with the comment at the end of the leaflet “Honorin’ isn’t one girl. She’s many.’

- 6 A place can appear to be very different if you visit it at different times of year. Choose a place that you know well and **describe** it at two different times of year for a **travel website**.

Remember to:

- write about a place
- write to describe

(16 marks)

English AO3 i, ii English Language AO4i, ii	Skills
Mark Band 3 8-10 marks  'clear' 'success'	<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 descriptive ideas</li> <li>• clearly communicates the purpose of writing the description</li> <li>• writes in a register which is clearly appropriate for audience</li> <li>• uses linguistic features as appropriate to purpose</li> <li>• uses vocabulary effectively including discursive markers e.g. 'Furthermore...', 'In addition'</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• employs paragraphs effectively in the whole text</li> <li>• uses a variety of structural features e.g. different paragraph lengths, indented sections if appropriate</li> </ul>

<p>Mark Band 2 4-7 marks</p> <p>'some' 'attempts'</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 detail and descriptive ideas</li> <li>● shows awareness of the purpose of writing the description</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 1-3 marks</p> <p>'limited'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● communicates with limited success</li> <li>● makes reference to one or two relevant ideas</li> <li>● limited awareness of the purpose of writing the description</li> <li>● register may vary between formal and colloquial</li> <li>● limited attempt to use linguistic features</li> <li>● uses a limited range of vocabulary</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>● random/no paragraphs</li> <li>● limited use of structural features</li> </ul>
<p>0 Marks</p>	<p>Nothing worthy of credit</p>

Indicative content

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

- show understanding that they are describing a specific place (real or imagined)
- make the description clear or vivid for the reader
- create a description which makes the different time of year clear to the reader
- provide a second section which clearly contrasts with the first, perhaps linking and/or developing ideas from one section to the other
- attempt techniques to describe such as: adjectives, noun phrase, similes and metaphors and/or other figurative devices/methods of comparison and/or interesting ideas and details
- Choose an effective way to organise the description e.g. in two clear sections or by using a device to change the focus
- conclude in a rounded way

AO3 iii English AO4 iii English Language	Skills
Mark Band 3 5-6 marks 'clear' 'success'	<ul style="list-style-type: none"> <li>• uses complex grammatical structures and a range of punctuation with success</li> <li>• uses sentence demarcation accurately</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</li> </ul>
Mark Band 2 3-4 marks 'some' 'attempts'	<ul style="list-style-type: none"> <li>• some control of agreement, punctuation and sentence construction</li> <li>• uses sentence demarcation which is mainly accurate</li> <li>• uses a variety of sentence forms</li> <li>• some accurate spelling of more complex words</li> <li>• sometimes uses standard English appropriately</li> </ul>
Mark Band 1 1-2 marks 'limited'	<ul style="list-style-type: none"> <li>• limited control of agreement, punctuation and sentence construction</li> <li>• limited use of sentence demarcation</li> <li>• limited range of sentence forms</li> <li>• some accurate spelling of words in common use</li> <li>• limited use of standard English</li> </ul>
0 marks	Nothing worthy of credit

- 7 Choose an activity or hobby that you are interested in. Write an **article** for your school or college magazine **persuading** other students to try it.

Remember to:

- write an article for students
- write to persuade

(24 marks)

English AO3 i, ii English Language AO4i, ii	Skills
<p>Mark Band 3</p> <p>11-16 marks</p> <p>'clear' 'success'</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 of writing the article</li> <li>• writes in a register which is appropriate for audience</li> <li>• uses linguistic features as appropriate to purpose</li> <li>• uses vocabulary effectively including discursive markers e.g. 'Furthermore', 'Alternatively'</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>• uses a variety of structural features e.g. different paragraph lengths, indented sections if appropriate</li> </ul>
<p>Mark Band 2</p> <p>5-10 marks</p> <p>'some' 'attempts'</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 of writing the article</li> <li>• an attempt to write in an appropriate register</li> <li>• uses some linguistic features as 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</p> <p>1-4 marks</p> <p>'limited'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates with limited success</li> <li>• makes reference to one or two relevant ideas</li> <li>• limited awareness of the purpose of writing the article</li> <li>• register may vary between formal and colloquial</li> <li>• limited attempt to use linguistic features</li> <li>• uses a limited range of vocabulary</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• random and/or no paragraphs</li> <li>• limited use of structural features e.g. simple heading</li> </ul>

<p>Indicative content</p> <p>Candidates may include some of the following attributes in their article:</p> <ul style="list-style-type: none"> <li>• show understanding of the nature of an article and the genre of school or college magazine</li> <li>• offer some outline of their chosen activity or hobby and persuade the reader to try it for themselves</li> <li>• shows awareness of the specified nature of the purpose and audience perhaps through lively, contemporary language choices</li> <li>• use persuasive language such as simple rhetorical devices and phrases – perhaps gleaned from the reading materials</li> <li>• evoke reader interest through own knowledge/experience and point of view</li> <li>• use effective and recognisable ways to organise an article</li> <li>• conclude in a rounded and persuasive way</li> </ul>	
AO3 iii English AO4 iii English Language	Skills
Mark Band 3 6-8 marks 'clear' 'success'	<ul style="list-style-type: none"> <li>• uses complex grammatical structures and a range of punctuation with success</li> <li>• uses sentence demarcation accurately</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</li> </ul>
Mark Band 2 3-5 marks 'some' 'attempts'	<ul style="list-style-type: none"> <li>• some control of agreement, punctuation and sentence construction</li> <li>• uses sentence demarcation which is mainly accurate</li> <li>• uses a variety of sentence forms</li> <li>• some accurate spelling of more complex words</li> <li>• sometimes uses standard English appropriately</li> </ul>
Mark Band 1 1-2 marks 'limited'	<ul style="list-style-type: none"> <li>• limited control of agreement, punctuation and sentence construction</li> <li>• limited use of sentence demarcation</li> <li>• limited range of sentence forms</li> <li>• some accurate spelling of words in common use</li> <li>• limited use of standard English</li> </ul>
0 marks	Nothing worthy of credit