

# GCSE

# ENGLISH/ENGLISH LANGUAGE

ENG1F

Understanding and producing non-fiction texts

Mark scheme

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4700/4705

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Version 1: Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events and is the scheme which was used in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Senior Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Marking methods

In fairness to candidates, all examiners must use the same marking methods. The following advice may seem obvious, but all examiners must follow it as closely as possible.

1. If you have any doubt about how to allocate marks to an answer, consult your Team Leader.
2. Refer constantly to the mark scheme and standardising scripts throughout marking.
3. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
4. The key to good and fair marking is consistency.

## Marking using CMI+

All English papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of a paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part/question. Each time you log on you will need to choose an item to mark.
2. Annotate items using the Related Parts Comments.
3. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one response to change the mark.
4. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
5. If your marking of a particular item is out of line, this will be picked up by the system and you will be stopped from marking. Your Team Leader will then contact you as soon as possible to explain where differences are occurring and how this can be addressed and they will then be able to restart you.

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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 up 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 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.

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, “‘Info ladies’ go biking to bring remote Bangladeshi villages online.’ and answer the questions below:

**1a** List **four** things we learn about the ‘Info ladies’.

[4 marks]

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

Indicative Content:

- There are 56 of them
- They ride bicycles
- They have pink and blue uniforms
- They start work early
- They have laptops and connect to Skype so villagers can contact their loved ones working abroad
- They have cameras to take wedding snaps or make films
- They look up information and advice for villagers/teachers/farmers

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

**1b** What do you understand about the work the ‘Info ladies’ do in Bangladesh?

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"> <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 to support what has been understood</li> <li>• makes clear statements on the work done</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 the work done</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>• simple reference to the work done</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 1/2/3 comments**

Indicative Content

Candidates’ responses may include:

- We understand that the work they do is important to remote villages, ‘population 152 million, only 5 million are connected...’ which suggests very few people have internet access, and the ‘ladies’ bring this facility to them.
- We understand that by bringing internet access the ‘Info ladies’ enable villagers to connect with loved ones, ‘village men working thousands of kilometres from here’, which suggests many people have to leave their village to work overseas and the ‘ladies’ help them to keep in contact.
- We understand the ‘ladies’ also help to keep families together through their camera, ‘make films or take wedding snaps.’
- The ‘Info ladies’ also provide an advice service and allow people to access legal and medical information, ‘Doctors never come to see us,’ suggesting this work could be vital for helping communities to stay safe and healthy.
- We understand that the work the ‘Info ladies’ do is trusted by the communities, ‘Many of the younger women confide in the info ladies.’, ‘men are already waiting anxiously, eager to check their blood sugar.’ suggesting that they are welcome and respected for their work.

Now read **Source 2**, ‘Open Road’, an extract from the autobiography of Bradley Wiggins.

**2** What do you understand about how Bradley Wiggins prepares for a big race from the extract?

Remember to:

- show your understanding by using 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"> <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 to support what has been understood</li> <li>• makes clear statements about the preparation</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 about the preparation</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 textual detail, quotation or copying</li> <li>• simple reference to the preparation/Bradley</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 1/2/3 comments**

Indicative Content

Candidates’ responses may include:

- Bradley prepares for a big race by doing a very specific warm-up, ‘In my head that’s when the race starts.’ suggesting the preparation is just as important as the race itself.
- Bradley works to precise times when he is preparing for a big race, ‘two thirty three on the dot.’, ‘Twenty minutes to warm-up:’, ‘Five seconds:’ suggesting that he needs to have a very strict routine to enable him to do well.
- Bradley’s routine is one that he has trusted for a long time, ‘I’ve done it for fifteen years,’ suggesting that the preparation isn’t just happening now but that winning a big race has taken years of training and dedication.
- Bradley prepares by blocking out everything else, ‘I’m totally in my own world. I am in the zone.’ suggesting you have to prepare mentally as well as physically.
- Bradley also keeps an eye on the competition, ‘there are no teammates in time trialling:’ from which we can infer that preparation can also mean separating yourself from others – even your own team.
- Bradley also prepares by getting himself into the right frame of mind, ‘really positive, really aggressive.’, implying again that having the right mental attitude is very important.
- Additionally, Bradley prepares by staying in control, ‘Calm down.’, ‘I am going after him.’, ‘breathe in, deep as I can.’ suggesting a calm, calculated attitude is needed to win a big race.

Now read **Source 3**, ‘Manchester to Blackpool Night Ride’, a leaflet from the British Heart Foundation.

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

Remember to:

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

[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"> <li>• clear evidence that the text is 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 text is 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 features</li> <li>• simple generalised comment on the effect of features of language</li> <li>• simple support with textual detail/quotation</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 1/2/3 comments**

Indicative Content

Candidates’ responses may include:

- The leaflet uses factual information/proper nouns/statistics, ‘Saturday 28-29 September’, ‘Manchester’s Trafford Centre’, ‘Over 1,000 cyclists’ to give precise details to potential competitors.
- It also uses factual and statistical information about heart disease, ‘affects over three quarters of a million people in the UK’, to give a precise picture of the problem the charity deals with.
- It uses comparatives, ‘bigger and better’ to encourage more riders to take part, by making the event seem like it will be spectacular and to encourage those who have done it before to take part again.
- The leaflet uses imperatives, ‘Join us’, ‘Use your pedal power’ to create a strong persuasive message but also ‘Ride through’, ‘leave the city’ are gentler commands and are more of an invitation to take part in something enjoyable.
- The leaflet uses alliteration, ‘magical moonlit adventure’, to create the image of an attractive activity, whereas, ‘pedal power’ is like a memorable buzzword to fire up the possible riders.
- It also uses direct address, ‘The money you raise’ and inclusive pronouns ‘Our night-time adventure’ to create a bond between charity and volunteer.
- The leaflet also uses some romantic phrases, ‘starlit lanes’, ‘lead you to the sea for sunrise’, ‘magical moonlit adventure’ to make this cycle ride sound very appealing, to sell the concept to the volunteer fundraisers. The reality of riding a bicycle all night might be far from the image the charity portrays here.

**Reward any clear examples found.**

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

Now look again at **Source 1** and **Source 3**.

**4** Compare the ways they use **presentational features** for effect.

Remember to:

- write about the ways 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"> <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

**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

- Source 1 uses the web heading 'globaldevelopment' in lower case and natural earthy brown colours suggesting issues about places in the world in an understated way (in the recognisable font of The Guardian newspaper). Source 3 also uses the recognisable logo of the British Heart Foundation, showing the shape of a heart and using the traditional colours associated with medicine/emergencies red and white. The logo takes the shape of a line on a heart monitor, connecting their fund raising with the very serious issue of saving lives of those with heart conditions. The heart shape however, is that of a love heart, reinforcing the message of the charity aiming to save the lives of our loved ones.
- Source 1 uses a bold black heading and introduces the polite phrase 'Info ladies' to engage the reader and provides key information about place, whereas Source 3 uses a very striking red and white heading with precise information. This is in bold font and links directly in colour to the British Heart Foundation logo. It also links with the colours of the sponsorship logo of Santander – which is also red and white.

- Source 1 uses a grey subheading which gives a brief summary of who the 'Info ladies' are and what they do. This is informative and heads up the article, whereas the subheadings on Source 3 break up and organise the information on the leaflet into bite-size sections. The main subheading 'Join us on a magical moonlit adventure' is in a striking red on black background, carrying through one of the key colours and the others, for example 'When and where?' are in the key colour of white, again on a black background, which makes them striking, like the bike headlamps on the main picture. These subheadings also have small icons, a calendar, a bus, a heart and a form and pen representing visually the key information in each section.
- Source 1 uses an engaging photograph of the ladies on their solid-looking black bicycles setting out for the day in their uniforms and showing the bags that transport the laptops that bring hope to the 'remote villages' referred to in the headline. The road looks smooth but the background is leafy and green and seems to show an area which is not densely populated. The main photograph on Source 3 is very dramatic and also shows cyclists in an even more isolated spot. The camera lens is looking upwards at the silhouette of the cyclists and the light suggests the sun may be about to come up behind them. Their bike lights are like small beacons in the darkness, perhaps representing the mission of the charity. The photograph takes up all of the main space and the lettering and logos are superimposed over it, giving emphasis to the image of the cycle ride. The image bleeds into the black background which then has the white text superimposed over it – again like a light shining in the darkness. A second photograph is used – of a happy looking man and woman. The illuminations of Blackpool are visible in the background, suggesting the two people have successfully completed the charity ride.

- 5 Choose a good thing that you have done in your life and write an entry for your **blog**, **explaining** why it made a difference to others.

Remember to:

- write an entry for a **blog**
- use language to **explain**.

Try to write approximately one page.

[16 marks]

AO3, i, ii English AO3, i, ii English Language	Skills
Mark Band 3 'clarity' 'success' 9-10 marks	<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 explanation</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>
Mark Band 2 'some' 'attempts' 5-8 marks	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates ideas with some success</li> <li>• engages the reader with some explanation</li> <li>• shows some awareness of the purpose</li> <li>• attempts to write in an appropriate register 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>
Mark Band 1 'limited' 1-4 marks	<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>
0 marks	nothing worthy of credit

AO3, iii, English AO3, iii English Language	Skills
Mark Band 3 5 - 6 marks	<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>
Mark Band 2 3 - 4 marks	<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>
Mark Band 1 1 - 2 marks	<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>
0 marks	nothing worthy of credit

**6** In his GCSE English coursework, Bradley Wiggins wrote that one day he would win an Olympic gold medal and win the Tour de France.

Write a **speech** for a Leavers' Assembly, **persuading** students that they too can make a big success of their futures.

Remember to:

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

Try to write approximately two pages.

[24 marks]

AO3, i, ii English AO3, i, ii English Language	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 persuasion</li> <li>• clearly communicates the purpose</li> <li>• writes in a register which is 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 persuasion</li> <li>• shows some awareness of the purpose</li> <li>• attempts to write in an appropriate register 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 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>

AO3, iii, English AO3, iii, English Language	Skills
Mark Band 3 7 - 8 marks	<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>
Mark band 2 4 - 6 marks	<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>
Mark band 1 1 - 3 marks	<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>
0 marks	nothing worthy of credit