

GCSE

English/English Language

ENG1F

Understanding and producing non-fiction texts

Mark scheme

4700/4705

November 2014

Version 1.0: Final Mark Scheme

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, in which all associates participate, and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation, each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Marking methods

In fairness to students, 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. Always credit accurate, relevant and appropriate answers which are not given in the mark scheme.
4. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
5. The key to good and fair marking is consistency. Once approved, do not change your standard of marking.

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. Your Team Leader can advise you how to do this.
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.

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).

Assessment Objective	Section A
English AO2(i) English Language AO3(i)	✓
English AO2(ii) English Language AO3(ii)	
English AO2(iii) English Language AO3 (iii)	✓
English AO2(iv)	
	Section B
English AO3(i) English Language AO4(i)	✓
English AO3(ii) English Language AO4(ii)	✓
English AO3(iii) English Language AO4(iii)	✓
	One third of the marks available for Section B are allocated to this Assessment Objective

Read **Source 1**, the online article, 'The Pontfadog oak was the oldest of the old, revered, loved ... and now mourned'.

1a List **four** things you learn about the Pontfadog oak tree.

[4 marks]

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

Indicative Content:

- the tree was 30 feet away from Huw Williams's farmhouse
- the tree had fallen over in a storm
- the tree had overlooked the valley for approximately 1200 years
- the tree was the oldest in Wales
- it had survived tempest, battle, fire and threat of flood in the past
- it had supplied wood to 40 or more generations.

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 people’s feelings towards the oak tree?

Remember to:

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

[4 marks]

AO2, i English AO3, i English Language	Skills
Mark Band 3 ‘clear’ ‘relevant’ 4 marks	<ul style="list-style-type: none"> • clear evidence that the text is understood • clear engagement with the text and makes inferences • offers relevant and appropriate quotations to support what has been understood • makes clear statements about people’s feelings
Mark Band 2 ‘some’ ‘attempts’ 2 - 3 marks	<ul style="list-style-type: none"> • some evidence that the text is understood • attempts to engage with the text and makes an inference • offers a relevant quotation to support what has been understood • makes a statement about people’s feelings
Mark Band 1 ‘limited’ 1 mark	<ul style="list-style-type: none"> • limited evidence that the text is understood • simple engagement with the text • may offer limited quotation, textual detail or copying out • simple reference to people’s feelings
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 locals were shocked by the tree falling in the storm, ‘The shock came ...’, suggesting that no one expected such a large, old tree to be lost.
- The locals were saddened to see the tree lost and treated it like a person who had died, ‘It was like a wake.’, ‘We raised a glass to it.’
- People were fond of the tree and it was a part of the community, ‘The annual Easter egg hunt would always start there ...’. It was also symbolic in the community, ‘the symbol of the local primary school.’
- The community saw it as an almost magical tree, ‘like the Whomping Willow’, so it clearly held a special place in people’s imagination.
- Also, it appealed to outsiders because it was so interesting and old, ‘tree enthusiasts and the curious were arriving in Pontfadog’.

Now read **Source 2**, a charity letter from The Woodland Trust.

2 What do you understand about the woodlands in the UK from the letter?

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"> • clear evidence that the text is understood • clear engagement with the text and makes inferences • offers relevant and appropriate quotations to support what has been understood • makes clear statements about the woodland
Mark Band 2 'some' 'attempts' 4 - 6marks	<ul style="list-style-type: none"> • some evidence that the text is understood • attempts to engage with the text and makes an inference • offers some relevant quotations to support what has been understood • makes some statements about the woodland
Mark Band 1 'limited' 1 - 3 marks	<ul style="list-style-type: none"> • limited evidence that the text is understood • simple engagement with the text • may offer limited textual detail, quotation or copying • simple reference to the woodland
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 woodlands may be very pretty, 'some beautiful woodland', 'a place rich in woods and trees', suggesting they are a place people would want to go and visit and enjoy this part of the countryside.
- We understand that a charity is looking after our woodland, 'cared for by The Woodland Trust', 'work on projects to increase our native woodland', suggesting there is something wrong and that the woods are in need of protection.
- We understand that we have very little woodland left and less than most other countries in Europe, 'just 2% of the UK' which suggests that maybe we don't value our woodland as much as some other places.
- We understand it has been here a long time, 'since the last ice age' and is an 'irreplaceable resource' suggesting that once woodland has been destroyed you cannot recreate these ancient trees.
- We understand it is very important to wildlife, 'home to 79 threatened ... species.', suggesting the

woods are not just pretty to look at, they are also home to many vulnerable creatures.

- We understand the woodland is under threat from the modern world or people today, 'building projects', 'new roads', suggesting that progress and our desire for modern facilities is destroying this very ancient landscape.
- We understand that by joining The Woodland Trust we can help to save woodland, 'half an acre of native woodland ...new member', suggesting that it is only by people acting now that the woodland will be saved.

Now read **Source 3**, ‘Autumn’, an extract from a non-fiction book about nature.

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

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"> • clear evidence that the text is understood in relation to language features • developed comment on the effects of features of language • supports response with relevant quotations • focussed examples of language features
Mark Band 2 ‘some’ ‘attempts’ 5 - 8 marks	<ul style="list-style-type: none"> • some evidence that the text is understood in relation to language features • some comment on the effect of features of language • attempts to support response with usually relevant quotations • some examples of language features
Mark Band 1 ‘limited’ 1 - 4 marks	<ul style="list-style-type: none"> • limited evidence that the text is understood in relation to language feature(s) • simple generalised comment on the effect of feature(s) of language • simple support with textual detail/quotation • simple mention of language/language feature
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 text uses a range of subject specific language/words connected with nature, ‘conkers’, ‘fungi’, ‘rose hips’, ‘migration’, ‘hibernation’, which also connect with the specific time of year to create the feeling and impression of autumn for the reader.
- There is varied use of alliteration – some of which has onomatopoeic qualities which candidates may pick up on: ‘burned and browning’ creating a soft sound like the falling leaves, the sharp ‘crisp quietness’ suggesting the crunchiness of leaves. The alliteration of ‘welly-clad and wading’ creates interesting description and makes the time of year seem fun and to have a child-like appeal.
- Metaphorical phrases like ‘thickly carpeted’ and ‘mist hangs luxuriously’ create imagery of richness, suggesting autumn is a rich, plentiful time.
- This links to the use of listing in the text, which is often connected to the abundance of food, ‘blackberries’, ‘rose hips’, ‘crab apples’ – the lists of foods suggesting autumn is a time of plenty for animals and also for humans, ‘pies and jam’.

- Contrasting description suggest how beautiful the animals can look in autumn, 'bracken knotted in their antlers' and 'plumes of steam' compared with some of the (harsher sounding) words used to describe the harsher realities of nature, 'stags', 'bucks', 'rival males', 'fight'.
- Comparatives are also used to show the differences between autumn and other seasons, 'days ... shorter', 'sun ... lower', 'stars ... brighter'.

4 Choose **two** of the three sources and compare the way that they 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**.

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

[12 marks]

AO2, i, iii English AO3, I, iii English Language	Skills
Mark Band 3 'clear' 'relevant' 9 - 12 marks	<ul style="list-style-type: none"> • clear evidence that the texts are understood in relation to presentational features • clear comparison of presentational features • developed comment on the effect of the presentational features in both texts • focussed examples of presentational features from both texts
Mark Band 2 'some' 'attempts' 5 - 8 marks	<ul style="list-style-type: none"> • some evidence that the texts are understood in relation to presentational features • attempts to compare presentational features • some comment on the effect of presentational features in both texts • some examples of presentational features
Mark Band 1 'limited' 1 - 4 marks	<ul style="list-style-type: none"> • limited evidence that the texts are understood in relation to presentational feature(s) • simple cross reference of presentational feature(s) • simple generalised comment on the effect of presentational feature(s) • simple mention of presentational feature(s)
0 marks	nothing worthy of credit

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:

- Includes the online banner and search bars from Guardian online, creating a modern immediate, recognisable feel to the article. It uses a bold headline offering a detailed and intriguing list, with the ellipsis before 'and now mourned' capturing the interest and emotions of the reader. This connects with the black subheading, which gives a precise detail as to the age of the tree and raises a question to be answered by the article. The words 'storm' and 'toppled' in the subheading connect to the picture.
- The photograph here is very dramatic and shows the vast roots of the huge oak tree. We see how big and broad the tree is, which helps us to realise its age. The picture is dark because of the size and scale of the tree, and the tree is bare, leafless, and dead-looking. We can glimpse the blue sky through its branches. This is unusual to see the sky through a tree from this angle and makes it even sadder that it has 'toppled'. We can also see what appears to be a house or

barn in the background, suggesting the danger of such a large tree falling.

Source 2:

- Also employs a header, but this time it's the logo of the charity. The logo comprises two floating leaves, suggesting the life of trees that the charity seeks to preserve. 'Woodland' is emphasized via the use of larger upper case lettering in a natural brown colour. This is complemented by the use of green for the subheadings for each section – again suggesting nature, life, preservation.
- The letter is enhanced by the use of four photographs. Contrasting with Source 1, these are all positive images of the natural world, showing green leaves, a parent and child strolling in the woods, showing what a beautiful place the woodlands are to visit. The images also show the wider variety of plant forms that the woodlands offer, helping us to realise that saving woodland is not just about saving trees. These images contrast dramatically with the bleak photograph in Source 1 where the tree has been destroyed, and destroyed by nature itself.

Source 3:

- Uses a clear, bold, upper case title, in a soft, curved font. It is bright and clear against the background. The text is organised into a text box, which contrasts with the soft background. The whole effect is soft and gentle, compared to the clear-cut modern style of source 1 and the deliberate organisation and structure of source 2.
- The image here takes up the whole of the page. We see colouring leaves, which are used as a recognisable symbol of autumn. They are red and gold and suggest beauty and riches. They are against a dappled green background, which is in soft focus, again suggesting a gentle, mellow time of year.

5 Write a **short article** for a nature magazine **describing** an aspect of the natural world that you find beautiful.

Remember to:

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

Try to write approximately one page.

[16 marks]

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

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

- 6** An area which you like and value in your local community is to be used for building a new office block.
Write a **letter** to your local council **arguing** that the building project should not go ahead.
Remember to:
- write a **letter**
 - use language to **argue**.
- Try to write approximately two pages.

[24 marks]

AO3, i, ii Eng AO3, i, ii Eng	Skills
<p>Mark Band 3 'clear' 'success' 13 - 16 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • shows clarity of thought and communicates with success • engages the reader with more detailed argument • clearly communicates the purpose • writes in a register which is appropriate for audience • uses linguistic features appropriate to purpose • uses vocabulary effectively including discursive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • uses paragraphs effectively in the whole text • begins to use a variety of structural features
<p>Mark Band 2 'some' 'attempts' 7 - 12 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • engages the reader with some argument • shows some awareness of the purpose • an attempt to write in an appropriate register • uses some linguistic features appropriate to purpose • attempts to vary vocabulary and use discursive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • uses paragraphs which may be tabloid and/or at times, correctly placed • some evidence of structural features
<p>Mark Band 1 'limited' 1 - 6 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates with limited success • reference to one or two ideas, linked to task • limited awareness of the purpose • limited awareness of appropriate register for audience • simple attempt to use linguistic feature(s) • uses simple vocabulary <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • random or no paragraphs • limited use of structural features
<p>0 marks</p>	<p>nothing worthy of credit</p>

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