

GCSE

English/English Language

ENG1F

Understanding and producing non-fiction texts

Mark scheme

November 2013

Version/Stage: FINAL

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 which all associates participate in 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 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 part 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.

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

At least one third of the available credit is allocated to (iii).

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

Read **Source 1**, the online article, '*How Harry almost lost his ears conquering the pole ...*' and answer the questions below:

1a List **four** things you learn about Prince Harry from the article.

(4 marks)

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

Indicative Content:

- his ears were saved/he almost lost his ears
- he is third in line to the Throne
- he was in the Arctic
- he was with a group of injured soldiers/servicemen
- he was competing in one of 'man's greatest challenges'
- he was trekking across the 'Devil's Dancefloor'/part of the Arctic
- he was on the trip for 10 days
- he spent three days on the ice
- he is going to be in a documentary '*Harry's Arctic Heroes*'.

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 the expedition that Prince Harry went on?

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 on the expedition
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 on the expedition
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 the expedition
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:

- that it took place in a very cold, harsh environment, 'minus 50 C and winds110mph' showing the extreme weather conditions the trekkers had to face.
- that it was a very dangerous place to be, 'tragedy step away,' showing that the trekkers were very brave to take part in this expedition.
- that Prince Harry was trekking with a group of injured soldiers, ' all seriously injured in Afghanistan', which suggests Harry has joined them to support their extraordinary challenge.
- that this challenge is very difficult, especially for this team, 'only two unsupported expeditionsand those were by able bodied teams.'
- that this expedition was being filmed for a documentary, '*Harry's Arctic Heroes*'.

Now read **Source 2**, from *'Race to the Pole'*. In this extract Ben Fogle describes the training he and his colleague James went through before undertaking a race across Antarctica.

2 What do you understand about the difficulties they faced in training for the race?

Remember to:

- show your understanding by explaining in 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 difficulties
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 difficulties
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 out • simple reference to the difficulties
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:

- that the cold was a difficulty which has a massive impact on them, 'the insides of my nose had frozen', 'the cold cut through to the core.' suggesting the temperatures were very harsh indeed.
- that the cold temperature also causes difficulties in terms of physical pain, 'the freezing air burnt my throat.', 'I would be in danger ... frostbite.'
- that the training itself was difficult/arduous, 'on we trudged', 'buckling with fatigue' which suggests that the race itself is going to be very difficult if this is how hard the training is.
- another difficulty is trying to keep going in these conditions, 'the body is pushed to its limit', 'we had been going for twelve hours.' implying Ben and James needed a lot of stamina to undertake the race and/or training.
- another difficulty was doing simple tasks with such cold hands, 'buttoning ..oven glove.' 'I fumbled', implying that even when they rest their difficulties are not over.
- a final difficulty was actually providing themselves with some heat, 'the stove was too cold to ignite', suggesting that the harsh conditions they will have to face makes even simple tasks more difficult.

Now read **Source 3**, ‘*Adopt a Polar Bear*’, a webpage from the World Wide Fund for Nature (WWF) website.

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

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:

- uses repetition and alliteration of the ‘A’ sound in the imperative/command sentences, ‘Act now.’, ‘Adopt now.’ to give a powerful persuasive message about the urgency of the situation.
- uses repetition of the verb ‘adopt’ in several places in the text to reinforce the action the WWF wish the reader to take.
- uses direct address ‘you’ and inclusive pronouns ‘we’ to involve the reader in the campaign and build a shared relationship.
- uses imperatives throughout as a persuasive device, ‘Adopt a polar bear ...’, ‘Order now.’ to foreground action.
- uses adjectives to describe the situation the bears are in, ‘treacherous’, ‘vulnerable’, ‘exposed’ and provide an emotive appeal.
- uses facts about the bears to add credibility to the campaign, ‘.... need the ice to hunt ...’
- uses listing of everything in the pack to make the adoption more appealing.

Reward any clear examples found.

Reward any valid/sensible/thoughtful comments on effect.

- 4 Now look again at **Source 1** and **Source 3**. Compare the way that they each use **presentational features** for effect

Remember to:

- write about the way the sources are **presented**
- explain the **effect** of the presentational features
- compare the way they **look**.

(12 marks)

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:

- utilises a bold headline to capture the reader’s interest because of the unusual situation and the ellipsis suggests an explanation will take place in the article, acting as an enticement to read.
- the article is placed below the online banner which incorporates the traditional font of the ‘Mail’ with the modern font for the ‘online’ suggesting the two sides to the newspaper.
- the first photograph illustrates Prince Harry on the trek, warmly dressed in his polar gear. He looks isolated. The landscape in the background is stark, inhospitable, cold-looking, contrasting with the warm look of the red coat and hat he’s wearing.
- the caption uses the term ‘Arctic Heroes’ which implies how much of a challenge the trek was and that the soldiers and Harry are heroes.
- the second photograph shows Harry posing informally with the trekking team on the ice. Prince Harry is shown here with the group of heroes as though he is just part of the team and not a royal prince.

Source 3:

- the webpage has a striking black banner with the logo of the black and white panda.
- ‘Adopt a polar bear’ is presented in small lettering in a blue band but is still striking against the black background.
- the polar bear family is pictured looking vulnerable on a small island of floating ice. The image is emotive as it shows a mother and two cubs. The horizon looks cold and forbidding with sharp blue colours.
- ‘ice disappears’ and ‘game over’ are highlighted in a stark white. ‘ice disappears’ links to the image of the ice floating away.
- the main colours used are blue and white but the striking red paw print suggests the danger the bears are in and reinforces the key message. This may also be a linking button to the next stage for the reader.
- the ‘Did you know’ section shows image of the same/a similar family of bears in their natural habitat, looking safe and secure.
- also illustrated is the toy bear and pack you would receive as an incentive to sign up.

5 Write a **short article**, for your college magazine or blog, describing what you love **or** hate about winter.

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 'clarity' '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 A competition has been launched to find a team of brave young people to complete an expedition to the North Pole. Write a **letter** to the organisers **persuading** them that you should be on the team.

Remember to:

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

Try to write approximately two pages.

(24 marks)

AO3, i, ii English AO3, i, ii English Language	Skills
Mark Band 3 'clear' 'success' 13 - 16 marks	<p>Communication</p> <ul style="list-style-type: none"> • shows clarity of thought and communicates with success • engages the reader with more detailed persuasion • 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
Mark Band 2 'some' 'attempts' 7 - 12 marks	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • engages the reader with some persuasion • shows some awareness of the purpose • attempts 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
Mark Band 1 'limited' 1 - 6 marks	<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
0 marks	nothing worthy of credit

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