

GCSE

ENGLISH/ENGLISH LANGUAGE

ENG1F Understanding and producing non-fiction texts

Mark scheme

4700/4705

June 2014

Version 1.0 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 candidates' 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 candidates' 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 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.

Further copies of this Mark Scheme are available from aqa.org.uk

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. 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, candidate 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. You 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.

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**, 'Brother and sister swim 14 hours for their lives after fishing boat sinks' and answer the questions below:

1a List four things you learn about Dan and Kate Suski from the article.

[4 marks]

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

Indicative content:

- they are American.
- they are brother and sister.
- they swam for 14 hours to reach safety.
- Dan is 30.
- Dan is an IT professional.
- Dan is from San Francisco.
- Kate is 39.
- Kate is an architect.
- Dan and Kate talked to each other as they swam.
- Dan and Kate were treated in hospital later.

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 difficulties the Suskis faced when their boat sank?

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
<p>Mark Band 3 'clear' 'relevant' 4 marks</p>	<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 difficulties
<p>Mark Band 2 'some' 'attempts' 2-3 marks</p>	<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 difficulties
<p>Mark Band 1 'limited' 1 mark</p>	<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 difficulties
<p>0 marks</p>	<p>Nothing worthy of credit</p>

Indicative Content:

- One difficulty the Suskis faced was that they were a long way out to sea, 'at least eight miles from shore', suggesting it would be a very big challenge for them to save themselves.
- Another difficulty was how rough the sea was. They were, 'being tossed by tall waves,' implying it would be very difficult to stay together or stay afloat in those conditions.
- A further difficulty was the time delay they faced in being rescued, 'After an hour, when no help came,' suggesting that their chances of survival would be slim if they did not take action soon.
- Another difficulty was the length of time they had to swim before they reached land, 'They swam for 12 to 14 hours, talking as they pushed and shivered their way through the ocean', suggesting it required a lot of stamina to keep going for so long in those cold conditions.
- A further difficulty was the nature of the landscape when they reached the shore, 'they were looking at sheer rocky cliffs and would be battered to death against them,' showing that even when land was in sight, their problems were not over and they had to find a safer place to get out of the sea.

Now read **Source 2**, ‘To The Lifeboats’, an extract from a book for children about the famous ship the Titanic which sank on its maiden voyage in 1912.

2 What do you understand about the final moments before the sinking of the Titanic from the text?

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 final moments
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 final moments
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 final moments
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:

- It was clear there were high levels of anxiety, ‘panic and confusion grew,’ as passengers realised the seriousness of the situation.
- There was also a lack of organisation, ‘there had been no lifeboat drillDidn’t know what to do’ suggesting both passengers and crew were unprepared for the disaster.
- There was an attempt to save people, with lifeboats being filled with, ‘women and children first’ but this must also have been a frightening experience as people had to leave behind loved ones and be lowered ‘18m to the sea below.’
- There was also a wasted opportunity to save people, ‘some lifeboats left the ship half empty’. This suggested that many more lives could have been saved that night.
- As time passed, the panic clearly grew worse, ‘there was a scramble for places in the lifeboats’.
- The least wealthy passengers had the least likely chance of survival, ‘by the time the third-class passengers managed to find their way to the top deck, almost all of the lifeboats had gone.’ This suggests there was less regard for the survival of the poorer people on board and the wealthy had more privileges.

Now read **Source 3**, an extract from ‘Scary Monsters and Super Creeps’, where travel writer Dom Joly is sailing on a Canadian lake.

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 features • simple generalised comment on the effect of features of language • simple support with textual detail/quotation • simple mention of language/language feature
0 marks	Nothing worthy of credit

Indicative Content:

- The use of intensifiers, ‘very rough’, ‘very, very tiny’, ‘very spooked’ shows us how the writer wanted to emphasise the conditions and feelings he was experiencing.
- The use of short, simple sentences, ‘I looked around’, ‘I suddenly got nervous.’ adds to the tension and drama of the situation.
- The use of questions, ‘Was this a wise thing to be doing?’, ‘What was I doing here?’ shows how the writer is questioning his actions and emphasises his insecurity.
- The use of words and phrases connected with size or scale, ‘very, very tiny’ and ‘little vessel’ compared with ‘towered up high’ and ‘Huge waves...’ again suggests how insecure and vulnerable the writer feels in this environment.
- The use of noun phrases, ‘the steep sides’, ‘the dark water’, ‘enemy waves’, ‘dead trees’ all create an image of an environment which is hostile, unwelcoming and terrifying.
- The use of similes, ‘chucked about like a piece of driftwood’ and ‘loomed over me like predatory giants’, again suggest how vulnerable Dom feels, how tiny his boat seems in comparison to the waves and the landscape.
- Words and phrases like, ‘skeletons’, ‘spooked’, ‘evil howling’ create the stereotypical language of ghost stories, increasing the tension and foreboding.
- Proper nouns such as, ‘Squally Point’ and ‘Rattlesnake Island’ also give this a storybook feel – like an adventure we might find the Famous Five on.
- Colloquial phrases are also used, ‘crazy rough’, ‘weird noise’, ‘freaked out’, ‘man up’. These make the text feel informal, modern and create a conversational feel as though the writer was telling us about his adventure or perhaps downplaying his own fear.

Reward any clear examples found.

Reward any valid/sensible/thoughtful comments on effect.

4 Now look again at Source 1 and Source 2. 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 uses a bold headline to capture the reader's interest because of the mention of the '14 hour' swim acting as an enticement to read. Source 2 uses the dramatic heading 'To The Lifeboats' in a interesting large, striped font and in capital letters to suggest this is the main heading of a section of the children's book.
- In Source 1 the article is placed below the smart, grey online banner and is organised into paragraphs. It has a modern, contemporary feel. Source 2 is organised into sections with subheadings in capitals implying these are the key points to remember and to entice the reader with their drama, 'The Last Boats'.
- In Source 1, the photograph shows the brother and sister smiling and looking well and happy, suggesting they have recovered from their ordeal. The photograph is in colour. They are against a building with a street sign, which may suggest they are still not home and that the photo was taken

soon after their recovery.

- In Source 2 there are two photographs – both in sepia which make them seem authentic and old fashioned. One illustrates a lifeboat for children (the audience) to see what one is and how it had to be lowered and the other Charles Lightoller, a real crew member, making the extract seem truthful and authentic.
- Source 2 uses an additional image of women climbing into the lifeboats and saying emotional farewells. They are well dressed – the men are dressed in dinner jackets - and the scene looks ordered and dignified. This image perhaps gives a false impression of the panic you would imagine if you were on a sinking ship.
- In Source 1, the subheading uses the phrase ‘turns to horror’ which implies how much danger the couple were in. Source 2 uses a number of captions to inform us of what is happening in the pictures and illustrations. They are given a vintage feel by being printed on scraps of paper and old luggage labels and presented in a font that looks like it was done on an old-fashioned typewriter. As well as this, there is a direct quotation from Charles Lightoller again on ‘old’ paper with a border.
- The whole feel of Source 2 compared to Source 1 is to create the impression of the actual time when the Titanic sank – everything is made to look like an old, authentic document - even the background incorporates a faded paper effect and an old photo frame, suggesting the sinking of the Titanic is still remembered through items like these which we might see in museums. This is a contrast to the bright, contemporary, modern, ‘instant’ feel of the online article.

5 Write a short piece of travel writing **explaining** how you coped with a challenging journey

Remember to:

- write a piece of **travel writing**
- use language to **explain**

Try to write approximately one page.

[16 marks]

AO3 i, ii	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 explanation • 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 explanation • 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	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 “Nearly half of British children can’t swim – and it’s their parents’ fault,” says Rebecca Adlington, Olympic swimmer.

Write a magazine article **persuading** parents of the importance of teaching children to swim.

Remember to:

- write a **magazine article**
- use language to **persuade**

Try to write approximately two pages.

[24 marks]

AO3 i, ii	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 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
<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 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
<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 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	Skills
<p>Mark Band 3 7-8 marks</p>	<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
<p>Mark band 2 4-6 marks</p>	<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
<p>Mark band 1 1-3 marks</p>	<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
<p>0 marks</p>	<p>Nothing worthy of credit</p>