

GCSE

ENGLISH/ENGLISH LANGUAGE

NENG1F Understanding and producing non-fiction texts

Mark scheme

5700/5705

For Northern Ireland centres only

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Version/Stage: 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 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 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. You can annotate items in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will tell you which types of annotation to use. Examiners may add extra annotation provided it is clearly linked to the mark scheme.
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 student 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 students 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**, 'Victorian children every bit as unruly as today's, research finds' and answer the questions below:

1a List four things Victorian children did in the park that you learn from the article.

[4 marks]

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

Indicative Content:

- sat on benches shouting abuse at passers by
- fished in the lakes illegally
- stole fruit from trees
- jumped over fences
- paddled in the lakes
- chased sheep and deer
- made fishing rods to catch the fish
- played marbles
- played with different social classes
- competed with others

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 Victorian children from the article?

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 Victorian children
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 Victorian children
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 Victorian children
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

Students' responses **may** include:

- We understand that there is a stereotype of Victorian children, 'smartly dressed and ... seen and not heard.' which suggests they were different/better behaved than children today.
- We understand from the research that Victorian children were not like the image we have of them, 'every bit as unruly as today', suggesting children haven't really changed that much.
- We learn that all classes of Victorian children could still be rude and naughty, 'shouting abuse' and 'stealing fruit' which suggests they were not prim and proper at all.
- We also learn that Victorian children liked to have fun, 'jumping over fences', 'chasing sheep and deer' suggesting they liked to play rough or exciting games.
- We also learn different types of children played together, 'marblescoloured glass marbles' which suggests that sometimes rich and poor children played together in the park.

Now read **Source 2**, an extract from Clare Balding’s autobiography telling us about a memory from her childhood.

2 What do you understand about Clare 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 Clare
Mark Band 2 ‘some’ ‘attempts’ 4 – 6 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 some relevant quotations to support what has been understood • makes some statements about Clare
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 Clare
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

Students’ responses may include:

- We understand that Clare is quite brave and adventurous, ‘The rope was an invitation’ suggesting that she isn’t scared of swinging off the hay bales.
- She is also encouraging her brother to do something dangerous, ‘I knew he’d do whatever I did’, which suggests Clare is quite naughty and is trying to scare her younger brother.
- We can tell that Clare is confident about swinging on the rope, ‘Easy peasy’, which suggests she’s trying to look cooler/braver/more able than her younger brother.
- We can see that Clare is, in fact, quite mean to her younger brother, ‘I walked away and left him there.’

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- We can also see that Clare is capable of telling fibs, “Where’s your brother?”, “Dunno.” suggesting she was quite enjoying leaving her brother to suffer.
 - We also understand that Clare hides when her mum finds out the truth, ‘She was not doing so in a friendly manner.’ suggesting Clare knew she was going to be in trouble for the mean prank she played on her brother.

Now read **Source 3**, 'About Toy Libraries', a webpage from Play Matters.

3 How does the writer use **language features** for effect 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 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

**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

Students' responses may include:

- The webpage uses a number of lists of three/triplets, 'children, families and carers', 'toys to borrow, play sessions, and a friendly, informative meeting place' to inform readers of the range of facilities available and also to highlight who the libraries are available for.
- The webpage contains facts/factual information, 'Toy libraries are often run by volunteers...' some of which aim to make the libraries look like friendly and approachable places to go, others provide key details as to what you might find there and what's available to do/the purposes behind toy libraries.
- The webpage contains key adjectives and adverbs, all designed to create a welcoming feel to toy libraries and to add to their professionalism, for example by describing toys using 'high quality' and 'rich variety', also by describing the places as 'friendly, informative'.
- The webpage uses a lot of listing which has a repetitive pattern, 'by giving', 'by finding', 'in discovering', 'in developing'. All of these lists use verbs or reinforce actions showing that toy

libraries are a place for 'doing' and are focused on actions both for children and parents. As well as informing us here, these lists suggest an educational purpose behind toy libraries too.

- The webpage uses some key statistics, '1,000 toy libraries' and '250,000 children'. These suggest the scale of the project and may encourage parents or teachers who have not used them before or did not know they existed, to make use of the facility.
- The webpage uses a direct quotation from a teacher stating their opinion as to why toy libraries are a good resource, 'We find the ability invaluable.'

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
<p>Mark Band 3 'clear' 'relevant' 9 - 12 marks</p>	<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
<p>Mark Band 2 'some' 'attempts' 5 - 8 marks</p>	<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
<p>Mark Band 1 'limited' 1 - 4 marks</p>	<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

- The Source 1 article is presented with the traditional Telegraph masthead, which is written in a formal, traditional, old-fashioned font. This contrasts with the modernity of the search bars and online tools. Source 3 by contrast uses a bright orange banner incorporating an engaging

photograph of a small girl playing with bricks. Here we see lots of primary colours and a healthy- looking child busily playing. The logo has a 'play' theme as it is made up of a football and incorporates the name of the organisation 'Play Matters' which is itself a play on words.

- Source 1 uses an original and authentic photograph of Victorian children in sepia colours. It shows a young child sitting stiffly on a rocking horse and a young girl holding a doll. Both children look very serious, prim, and proper. They are very smartly, formally dressed, which reflects the stereotype discussed in the article. They also look quite well off. This also seems to contrast with the headline, which describes Victorian children as 'unruly'. This helps to remind the reader of the stereotypical image of Victorian upper class children and it is difficult to believe they could have been as naughty as the headline and article suggests.
- In contrast to this, Source 3 uses two colour photographs, picturing children today. The children look as if they are really at play, not staged as in Source 1, and the shots look happy and informal. The photograph on the page itself shows two children on a rocking horse, similar to source 1, but their clothing and expressions are very different. Interestingly, none of these children look 'unruly' either – they are engaged in active/constructive play. The background helps to highlight the facilities available in a toy library, showing shelving, bright colours, pictures on the walls and a range of toys to borrow.
- The bold, black, main headline in Source 1 is surprising and interesting when you look at the picture and compare the image of the children with children of today. The caption uses the phrase 'seen and not heard', which again makes a contrast with the headline and links to the picture. Source 3 however, uses a bright orange header, which has a less formal feel. It also uses navy blue to highlight key links on the page.

- 5 Write the text for a **leaflet** for students just starting at your school **informing** them how they should behave.

Remember to:

- write the text for a leaflet
- use language to **inform**.

[16 marks]

AO3 i, ii	Skills
Mark Band 3 'clarity' 'success' 9 - 10 marks	<p>Communication</p> <ul style="list-style-type: none"> • shows clarity of thought and communicates with success • engages the reader with more detailed information • 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' 5 - 8 marks	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • engages the reader with some information • 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
Mark Band 1 'limited' 1 - 4 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 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
0 marks	Nothing worthy of credit

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 Some people say that children today have far too much freedom; others feel that freedom is good for children.

Write a **magazine article** for parents **arguing** your point of view about the freedom children should have today.

Remember to:

- write a **magazine article**
- use language to **argue**.

[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 argument • 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 argument • 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 - 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	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