

GCSE

English/English Language

NENG1F

Understanding and producing non-fiction texts

Mark scheme

5700/5705

For Northern Ireland centres only

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. 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 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, ‘Health and safety forces council to swap traditional Christmas tree for £14,000 “traffic cone”’.

1a List **four** things you learn about the new Christmas tree.

[4 marks]

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

Indicative Content:

- it has no sharp needles
- it has no branches
- it is made of artificial turf
- it has an aluminium frame
- it stands 33 feet high
- it is in the centre of Poole, Dorset
- it cost £14,000
- it is weighed down with sand
- it has LED lights
- it plays Christmas carols
- it is safer and sturdier than a natural tree
- it is plastic
- it doesn’t have any decorations

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 local people’s feelings about the new 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 the tree
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 the tree
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 tree
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 band 1/2/3 comments**

Indicative Content

Candidates’ responses may include:

- that the tree costs a lot, “£14,000 traffic cone”, suggesting people don’t think the council have spent the money wisely and that the tree is too expensive.
- that the tree isn’t natural, “great big green traffic cone”, suggesting people prefer natural Christmas trees to plastic ones.
- that the tree doesn’t have any decorations, “there are no branches to hang them from”, which suggests people feel a tree isn’t complete without hanging decorations.
- that the tree looks dull, “took a little bit of sparkle out of Christmas for children”, suggesting people feel that there should be something magic about a Christmas tree.
- that the tree doesn’t feel like a real tree which “sways in the wind and smells pleasant”, suggesting people have clear ideas about what they expect the tree to be like.
- that the tree is less dangerous, “safer and sturdier” suggesting officials are more concerned with safety than the tree’s appearance.

Now read **Source 2**, ‘Glastonbury Festival 2013: My Oxfam Stewarding Experience’. In this blog, Megan Downing writes about her experience of being a volunteer helper at this popular music festival.

2 What do you understand about the benefits of volunteering at this festival from the blog?

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 benefits
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 benefits
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 benefit(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 band 1/2/3 comments**

Indicative Content

Candidates’ responses may include:

- that you arrive before everyone else, “miss the majority of the traffic”, suggesting you don’t have the frustration of arriving with thousands of other cars/people.
- that you have access to bathroom facilities, “the luxury of a hot shower”, meaning you can keep clean and fresh during the festival; “luxury” suggests not everyone is so lucky to have showers!
- that you are given food to eat, “our very own catering...generous portions and free”, suggesting that stewards are treated well by Oxfam.
- that you can help people, “helping people...was a heart-warming experience”, showing that one of the benefits is a sense of personal achievement; it’s not all about what you get, but what you can give.
- that you don’t have to work too hard, “only have to work 3 shifts”, which means there is plenty of time to enjoy the rest of the festival.

Now read **Source 3**, ‘Painting the Town Red’, a piece of travel writing about a famous festival in Buñol, Spain.

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 • 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 band 1/2/3 comments

Indicative Content

Candidates’ responses may include:

- alliteration, “Frenetic, frantic and a little frightening”, to emphasise the wild action of the fight
- rhetorical question, “but where were the tomatoes?”, to express the tension of waiting for the fight to start
- metaphor, “tsunami of red gloop”, comparing the volume of tomatoes to a huge ocean wave
- personification, “trucks crawling towards us”, to animate the trucks, as if they were joining in the fight
- onomatopoeia, “slushy shrapnel”, to describe the sound and sensation of the tomatoes being thrown
- repetition, “shoulder-to-shoulder”, to emphasise the large number of people taking part
- simile, “swaying like one living organism”, to describe how the crowd was moving
- adjectives, “crimson”, to dramatise how red everything is
- first person, “I squeezed through”, to make the experience more personal, credible and immediate

Reward any clear examples found.

Reward any valid/sensible/thoughtful comments on effect.

4 Choose **two** of the three sources and compare the way that both texts 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

[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 presentation • 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 band 1/2/3 comments**

Indicative Content

Source 1:

- images: two different views of the tree; daytime to show it as plastic and soulless, at night to suggest it has some beauty.
- headline: catches the reader's attention with unexpected juxtaposition of Christmas tree and traffic cone; reference to health and safety suggests a stereotypical news story about something ridiculous
- captions: provides additional info to emphasise the different views of the tree
- online banner: combination of two different fonts to represent both the traditional and the modern approach of the Daily Mail's news stories.

Source 2:

- images: depicts the volunteers in their fluorescent jackets, relaxed, as a group, sun shining, friendly, young and enjoying themselves, tents in the background, looks appealing.

Other image shows the festival crowd, large numbers of people, mostly young, having fun, fine weather, flags flying, looks like an exciting event.

- colours: purple used in the banner and the background, an unusual colour, perhaps associated with being unconventional and different, like students, without any political connotations?
- title: factual, informative, large and in purple to link with the website banner
- author credit: identifies writer as real person and lends credibility, likewise the university credit. Time and date make the blog seem authentic
- website banner: introduces the organisation, with a slogan, which suggest they are independent of commercial and political influence so trustworthy. Font used is uneven to suggest organisation is unconventional and willing to break rules?

Source 3:

- images: overhead shot of the truck, illustrating the chaos, crowds and action involved in the fight, possibly taken from a building overlooking narrow streets; reinforces the text's description of event. Other image continues the narrative by illustrating an individual caught up in the fight; the hat makes it look fun rather than violent, an arresting and engaging view; camera lens is splashed with tomatoes, suggesting no-one is safe.
- title: uses a pun to describe the festival, suggesting how much fun it is and referencing the tomatoes; doesn't specify what the article will be about to entice readers to engage
- colours: predominance of red, depicting the fun and perhaps excitement as well as potential danger involved in the fight
- logo: uses Spanish to create authentic foreign feel; cartoon tomatoes with male/female faces, encouraging people to join the fun; red used again to reinforce the tomato theme.

- 5** Choose a celebration or festival that is special for you and write an **article** for a Lifestyle magazine **explaining** why the festival or celebration is so special.

Remember to:

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

Try to write approximately one page.

[16 marks]

AO3, i, ii English AO3, i, ii English Language	Skills
Mark Band 3 'clear' '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 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
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 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
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, 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 “Occasions such as Christmas and Valentine’s Day have lost their true meaning and are now just an excuse for shops to make money.”

Write a **speech** for a classroom debate, referring to an occasion or occasions of your choice, **arguing** either for **or** against this view.

Remember to:

- write a **speech**
- use language to **argue**.

Try to write approximately two pages.

[24 marks]

AO3, i, ii English AO3, i, ii English Language	Skills
<p>Mark Band 3 'clear' 'success' 13 - 16 marks</p>	<p>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