GCSE 2004
June Series

AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark Scheme

English Specification B
(3701/1F)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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.

SPECIFICATION B ENGLISH 3701
Paper 1 Media and Non-Fiction
Foundation Tier 3701/1F
MARK SCHEME

General

Examiners may use their own systems of marking, but they **must show through a brief comment at the end of each response and symbols in the body of the text how they have arrived at their mark. Each page on which there is writing must be ticked.**

Skills-Related descriptors indicate the level of achievement required for candidates to be awarded the mark at the top of the given mark range. Content-Related descriptors are an indication of the kind of responses candidates might make in order to achieve the marks in the range.

Assessment Objectives

The candidates' work will be assessed according to the relevant assessment objectives for Reading and Writing and the grade descriptions. The questions in the two written examination papers together test all assessment objectives for Reading and Writing. Individual questions focus on particular assessment objectives, and these are identified below the reprinted question.

READING - Assessment Objectives

Candidates are required to demonstrate the ability to:

2(i)   read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;

2(ii)   distinguish between fact and opinion and evaluate how information is presented;

2(iii)   follow an argument, identifying implications and recognising inconsistencies;

2(iv)   select material appropriate to purpose, collate material from different sources, and make cross-references;

2(v)   understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

Section A: Reading Media and Non-fiction Text

1   Media Texts

Remind yourself of the Media extracts on pages 8 and 9 of your pre-release booklet. Write about what makes these media extracts effective.

To do this you must write about:

- how words are used to make the reader feel sympathy for the wildlife in *Wildlife toll mounts in Australian fires* on pages 8 and 9
- how effectively the information is presented in the section headed *Burnt-out area of three Londons* on page 9
- the effect of the picture on page 9.

(10 marks)

Specific

Examiners are required to consider how far candidates:

- **interpret** texts with **understanding**; (2(i))
- follow an **argument** and **distinguish opinion**; (2(ii) and 2(iii))
- **select** appropriate references to support and extend comment; (2(iv))
- **evaluate** the use of **language and layout** in the **presentation of information**. (2(ii) and 2(v))

Award a mark out of **10** for **Reading**. Assess answers in terms of the grid below, i.e. the **Skills-Related** mark ranges on the left-hand side of the page and the **Content-Related** ranges on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

Remember that to be placed in a mark range a candidate's work will **satisfy most (but not necessarily all) of the criteria for that range**. The precise mark awarded within that range must be determined by the extent to which the answer matches the descriptors set out in the appropriate mark range. The content-related descriptors present features and examples, some of which candidates are likely to refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing under timed examination conditions.

Skills-Related Descriptors **Level 1** **0-3 marks**	Content-Related Descriptors
• show some awareness of one or more text(s)/image; • show some **understanding** at a basic level of the content of probably not both of the texts/image; • perhaps show some copying from the texts without supporting comment at the bottom of the mark range; • **show some** understanding at a straightforward level of some key points and some arguments in the texts at the top of the mark range; • make some basic **selection** from the texts to support simple comments at the top of the mark range.	• we learn about all the animals being burned; • the information is in a list; • the picture shows the fire.
Skills-Related Descriptors **Level 2** **4-6 marks**	Content-Related Descriptors
• show clear **understanding** of the key points and arguments in the texts; • attempt sensible **selection** of references to support points; • make some limited comment on significant **media layout** and general **presentation** of texts; • show how some **language and layout** are used for effect in the texts.	• the description of the animals' injuries make us feel sorry for them; • words which show how great the bad effects of the fire are make us feel sorry for the creatures (eg *huge toll*); • the information is in (bulleted) points so it's easy to read; • the information is in simple language so it's easy to understand (quickly/at a glance); • the picture is striking because it shows a view of the massive fire (over the bridge); • the sky full of smoke from the raging fire is dramatic.

Skills-Related Descriptors **Level 3** **7-9 marks**	Content-Related Descriptors
- show a full **understanding** of the content and key points of the arguments made in the texts at the bottom of the mark range; - show a detailed **understanding** of the issues and arguments in texts and image from the middle of the mark range; **select** some appropriate references from the text to support points at the bottom of the mark range; - provide focused, apt, supporting detail which is **selected** from the text from the middle of the mark range; - attempt to explore and **evaluate** how the writers use **language** to achieve their desired effects at the bottom of the mark range; - provide a clear and detailed **evaluation** of how the writers use **language** effectively from the middle of the mark range; - give explanations which are concise and generally focused; - show detailed **evaluation** of how media **layout** is used effectively in these media texts.	- many words throughout convey the enormity of the disaster and make us sorry for the creatures eg *huge toll; thousands; countless; heavy losses*; - we feel sympathy for the creatures when words present them as innocent, loveable and vulnerable victims eg *victims; endearing symbols; furry marsupials; fragile koala*; - plain, not exaggerated words effectively show the severity of the creatures' suffering make us feel sympathy for them eg *severe burns; severe problems from smoke inhalation; so badly burned*; - the information makes an impact on the reader because it is presented in clear, accessible bullet points each giving interesting, accessible and punchy factual statements; - the heading is arresting with the reference to London making the Australian situation seem more real and closer to home for British readers; - the picture is dramatic; it shows the well known landmark of Sydney Harbour Bridge shockingly engulfed in smoke from the disastrous and terrifying fires; - it shows the dramatic contrast between the rage and destruction of the fires and the peace of the unperturbed boy fishing; - the vast expanse of smoke-filled sky which takes up more than half the picture is impressive as it shows the vast force of the fire (and the fragility/ vulnerability/smallness of the man-made world).
Skills-Related Descriptors **Allowed Level 4** **10 marks**	**Content-Related Descriptors**
- show a full and detailed **understanding and interpretation** of the points made in the texts/ image; - select references concisely; - show **understanding** that these are media texts in a full and detailed explanation of the effectiveness of the **layout** and **presentation** of the texts; - provide a detailed **evaluation** of the use of **language and its effects** commenting critically on stylistic features.	the vast expanse of the fire and smoke-filled sky filling two thirds of the picture in contrast to the one third showing one of the greatest man-made landmarks in the world is dramatically symbolic of the human beings' helplessness in the face of the natural enemy: fire.

READING - Assessment Objectives

Candidates are required to demonstrate the ability to:

2(i)   read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;

2(ii)   distinguish between fact and opinion and evaluate how information is presented;

2(iii) follow an argument, identifying implications and recognising inconsistencies;

2(iv)   select material appropriate to purpose, collate material from different sources, and make cross-references;

2(v)   understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

2   Non-fiction Text

Read *The Fishing Baboon* on the page opposite.

Write about:

- what was surprising about the baboon's behaviour
- how the writer uses language to make his account of the baboon lively.

(10 marks)

Specific

Examiners are required to consider how far candidates:

- **understand** the text, engage with it, and **interpret** it; (2(i))
- **select** appropriately from the text; (2(iv))
- **understand** and **evaluate** how **language** is used to involve the reader. (2(v))

Award a mark out of **10** for **Reading**. Assess answers in terms of the grid below, i.e. the **Skills-Related** mark ranges on the left-hand side of the page and the **Content-Related** ranges on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

Remember that to be placed in a mark range a candidate's work will **satisfy most** (**but not necessarily all**) of **the criteria for that range**. The precise mark awarded within that range must be determined by the extent to which the answer matches the descriptors set out in the appropriate mark range. The content-related descriptors present features and examples, some of which candidates are likely to refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing under timed examination conditions.

Skills-Related Descriptors Level 1 0-3 marks	Content-Related Descriptors
• show some awareness of what the text is about at the bottom of the mark range; • show some **understanding** at a basic level of what the text is about at the top of the mark range; • perhaps show some copying from the text without supporting comment at the bottom of the range; • make some basic **selection** from the text to support simple comments at the top of the mark range.	• the baboon liked fishing; • it's funny because the baboon knocked the fish over the head.
Skills-Related Descriptors Level 2 4-6 marks	Content-Related Descriptors
• show clear **understanding** of the content of the text; • attempt sensible **selection** of references to support coherent and appropriate points; • show how some **words and phrases** are used effectively at the bottom of the mark range; • attempt to explore and **evaluate** how the writers use **language** to achieve their desired effects at the top end of the mark range; • attempt some inference and **interpretation** of the text at the top end of the mark range.	• the baboon's behaviour was surprising because he had a personality change when he reached the river; • the most surprising piece of behaviour was his ability to fish, (sitting at the back of the boat like an old man); • the picture of Laval's sunhat is very lively and comical with baby colours and pink ribbons; • Laval's 'Hoo!' when he caught a fish is a lively way of expressing the baboon's happiness: the reader can hear how happy he is.

Skills-Related Descriptors	Content-Related Descriptors
Level 3 **7-9 marks** - show a full **understanding** of the content of the text at the bottom of the mark range; - show a detailed **understanding and interpretation** of the content of the text at the top of the mark range; - **select** some appropriate and detailed references from the text to support points at the bottom of the mark range; - provide focused, apt supporting detail appropriately **selected** from the top of the mark range; - give explanations which are concise and generally focused; - provide a clear and detailed **evaluation** of how the writers use **language** effectively.	- the baboon's behaviour was surprising because it changed completely from being untrustworthy with evil eyes to being patient and letting the children scratch him; - the most surprising piece of behaviour was his ability to fish including skills which seem human such as waiting for a bite, winding in the line and bashing the fish to death; - it was also surprising that Laval's fishing skills seemed to bring luck to the boat and its catch, and when he was honoured by the people, he behaved beautifully; - Laval's sunhat is described in terms of a baby girl's bonnet *lemon-coloured; frilly edging; pink ribbons* which contrasts ludicrously with the giant animal/produces a humorous picture; - *The cunning shifty look from the wicked eyes* is a lively and economical description of Laval's former self and makes him sound sly and evil, a complete dramatic change from his happy, calm self when fishing.
Skills-Related Descriptors **Allowed Level 4** **10 marks** - show a full and detailed **understanding and interpretation** of the text; - select references concisely; - provide a detailed **evaluation** of the use of **language and its effects** commenting critically on stylistic features.	**Content-Related Descriptors** - it was surprising that a moral for human behaviour could be learned from Laval's behaviour: that when he was honoured and respected, in return he was respectful and behaved well.

WRITING - Assessment Objectives

Candidates are required to demonstrate the ability to:

AO3(i)   communicate clearly and imaginatively, using and adapting forms for different readers and purposes;

AO3(ii)   organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features;

AO3(iii) use a range of sentence structures effectively with accurate punctuation and spelling.

Section B: Writing to Argue, Persuade, Advise

3   Human beings work with animals, and protect them. They also hunt them and take advantage of them.

You are going to make a speech in your class debate.
The topic is:

'Human beings are the enemy of animals.'

Write out your speech, in full rather than in note form, arguing for **or** against the statement.

Remember

- your purpose is to write an argument
- to keep the audience in mind
- to write accurately and express yourself clearly.

(20 marks)

Two separate marks must be **awarded and recorded separately** for **Writing**. One mark is awarded for AO3(i)/(ii) and is out of 13. The other is for AO3(iii), out of 7. The total available marks for Section B questions is therefore 20.

For AO3(i)/(ii), assess answers in terms of the levels below, i.e. the **Skills-Related** mark ranges on the left hand side of the page and the **Content-Related** descriptors on the right hand side of the page.

For AO3(iii), use the separate set of mark ranges which follow. Place the two marks in the margin at the end of the answer, with the AO3(i)/(ii) total above the AO3(iii) total. Add the two together and place the total in a circle underneath. Transfer the circled mark to the grid on the front of the answer booklet.

Remember that to be placed in a mark range a candidate's work **will satisfy some (but not necessarily all) of the criteria for that range**. The precise mark awarded within that range must be determined by the extent to which the answer matches the descriptors set out in the appropriate mark range. For AO3(i)/(ii), the content-related descriptors present features and examples, some of which candidates are likely to refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are working in timed examination conditions.

AO3(i)/(ii) **Communication Level 1** **0-3 marks**	**Content-Related Descriptors** **Content descriptors for 1 and 2**
 - Communicate few ideas with limited success; - Engage the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the question ; - Show limited awareness of the purpose and intention of task e.g. by repeating the question; - Register may vary between formal and colloquial or slang, sustaining neither; - May attempt devices such as questions but they may not be appropriate or effective; - Limited vocabulary evident and arbitrary or no use of argumentative markers. **Organisation of Ideas Level 1** - Show evidence of erratic paragraph structure, or none at all; - Show limited variety of structural features, e.g. perhaps attempt a complex sentence.	**Candidates may show evidence of these content features:** - show that the central issue of whether human beings are the enemy of animals or vice versa is understood in a simple way; - show that the focus of the argument is on whether human beings or animals are the enemy; - express a **straightforward** point of view with some clarity using some appropriately chosen words and phrases; - use some information and examples to illustrate that animals and human beings can be seen as enemies e.g. wild animals such as Big Cats in UK which eat sheep; poachers in Africa who kill protected animals such as elephants for their tusks; - make at least one suggestion in an attempt to extend a statement into an argument; - conclude the speech in a clear and rounded way.
Communication Level 2 **4-6 marks** - communicate ideas with some success; - engage the reader by presenting an argument with some reasoned and persuasive ideas - though links in arguments may be tenuous, e.g. rely heavily on the anecdotal to the detriment of the strength of the argument; - show awareness of the purpose and intention of writing the speech e.g. by directly addressing the reader; - write a speech though register may vary between formality and colloquial or slang, the tone may be unvaried and over-dogmatic; - use devices such as the rhetorical question, lists, exaggeration but not always appropriately or effectively; - limited vocabulary but including argumentative/persuasive markers e.g. ' on the other hand,' 'perhaps'. **Organisation of Ideas Level 2** - use of paragraphs; - use a variety of structural features, e.g. short paragraphs, dialogue if appropriate.	

| AO3(i)/(ii)
Communication Level 3a
7-9 marks

• write in a way which shows clarity of thought and communicates with some success;
• engage the reader by presenting an argument with some reasoning and persuasive ideas, e.g. address the topic and some of its complexity;
• state the purpose and intention of writing the speech, but without much development of the argument e.g. by repeating the argument;
• write a speech, the tone of which is appropriately serious but may lack any subtlety, e.g. is likely to assert rather than develop or persuade/argue effectively;
• use some devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately;
• use some words effectively including argumentative/persuasive markers e.g. 'You will agree with me'; 'Just imagine..'.

Organisation of Ideas Level 3a

• use paragraphs in a whole text;
• use a variety of structural features e.g. different paragraph lengths, direct speech if appropriate;
• present developed ideas which hold together. | **Content-Related Descriptors**
Content descriptors for 3a and 3b

Candidates may show evidence of these content features:

• show understanding that the topic is concerned with the issue of human and animals as enemies or friends, perhaps developing the argument by considering points on both sides;
• state clearly the point of view which is to be argued e.g. a clear statement that the argument is going to be in favour, or not in favour, of the topic;
• offer example, information, details to support the topic, e.g. anecdotal evidence perhaps from friends, media, personal experience;
• possibly offer some background information from the same sources; employ perhaps some emotive language for effect;
• offer convincing supporting argument using some commanding language and ideas;
• begin to show ability to argue in an articulate way with more general, persuasive ideas than just anecdote and specific examples, and recognise that both human beings and animals cane be both friends and enemies of each other;
• present a cogent and clearly expressed conclusion which sums up the argument presented and ends unambiguously. |

Communication Level 3b
10-12 marks

- write in a way which shows clarity of thought and communicates with success;
- engage the reader with more detailed argument and persuasive ideas, e.g. makes reference to consequences, complexities and implications;
- clearly state and sustain the purpose and intention of writing the speech e.g. by addressing audience directly, effectively and appropriately;
- write a formal speech, the tone of which is appropriately serious but may show subtlety by using emphasis, reason or well-judged humour;
- use devices such as the rhetorical question, lists, hyperbole as appropriate;
- use words effectively including argumentative/persuasive markers e.g. 'I'm sure you will agree with me..'; 'Think about this for a moment..'; 'how would you like it if..' .

Organisation of Ideas Level 3b

- employ paragraphs effectively in a whole text;
- use a variety of structural features e.g. different paragraph lengths, direct speech if appropriate, indented sections where appropriate, complex and simple sentences;
- present well thought out and developed ideas in sentences.

AO3(i)/(ii) **Communication Allowed Level 4** **13 marks** - write in a way which shows clarity of thought and communicates in a convincing way; - engage the reader with detailed, developed argument, a variety of persuasive ideas, abstract argument attempted, vivid detail; - make clear and sustain purpose and intention of writing the speech; - write a formal speech, the tone of which is appropriately serious but also manipulative with some subtlety; - use devices such as the rhetorical question, humour and irony which may influence the reader; - show appropriate use of more interesting words including confrontational/persuasive markers e.g. 'Ladies and Gentlemen, can you sleep at night whilst…'.	**Content-Related Descriptors** **Candidates may show evidence of these content features:** - show a complete grasp of the issue as presented; - give well selected details using emotive, persuasive, imperative and unequivocal words and phrases; - offer more generalised arguments which explore the problems of protecting wildlife in a country where poor people will earn desperately needed money for killing or stealing protected creatures; - conclude the article in a well-rounded, clear, even witty and decisive way.

Organisation of Ideas Allowed Level 4 • write a whole text in continuous prose; • employ paragraphs which contribute to clarity of meaning and enhance meaning; • use a variety of structural features, e.g. different paragraph lengths, indented sections, direct speech, as appropriate.	

AO3(iii) Level 1
Accuracy
0-2 marks

- write with little control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is sometimes accurate;
- write some simple sentences accurately;
- show some accuracy in the spelling of words in common use;
- use standard English appropriately.

AO3(iii) Level 2
Accuracy
3-4 marks

- write with some control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is mainly accurate at the top of the mark range;
- write simple and, at the top of the mark range, some complex sentences accurately;
- show accuracy in the spelling of words in common use;
- use standard English appropriately.

AO3(iii) Level 3 (3a and 3b)
Accuracy
5-6 marks

- write accurately with control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is accurate;
- employ some variety of sentence forms;
- show accuracy in spelling of words from an increasingly ambitious vocabulary;
- use standard English effectively.

AO3(iii) Allowed Level 4
Accuracy
7 marks

- employ a variety of accurate sentence forms and punctuation for specific effect;
- show accuracy in spelling words from an ambitious vocabulary.

SPECIFICATION B ENGLISH (3701)

PAPER 1 FOUNDATION TIER

COVERAGE OF ASSESSMENT OBJECTIVES

Assessment Objective	Question		
	1	**2**	**3**
2(i)	✓	✓	
2(ii)	✓		
2(iii)	✓		
2(iv)	✓	✓	
2(v)	✓	✓	
3(i)			✓
3(ii)			✓
3(iii)			✓