



AQA Level 1/2 Certificate

English Language 87051F

Paper 1F Tier

January 2013

Final

Mark Scheme

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 during standardisation and is the scheme which was used by them in this examination. Standardisation 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after standardisation, examiners encounter unusual answers which have not been discussed 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.

Examiners must use the full range of marks. Work exhibiting the highest skills should be considered for full marks.

Marking throughout must be on a best-fit principle. Where there are both strengths and weaknesses in a particular answer, examiners should consider carefully which range is the best fit for the performance overall.

The descriptors are an attempt to guide examiners to an understanding of the qualities normally expected of, or „typical of, work in the range. **They must not be interpreted as hurdle statements.**

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M15 6EX

Mark Scheme: Section A

AO2 Reading: targeted objectives highlighted

1. Read and understand texts, selecting material appropriate to purpose, collating from different sources, and making and explaining connections across texts as appropriate.
2. Develop and sustain interpretations of writer' ideas and perspectives.
3. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

Examiners are encouraged to reward any valid interpretations. Answers *might*, however, include some of the examples given for each question.

01 What are the narrator's thoughts when she sees the bear?

(3 marks)

AO2i

0 marks: nothing relevant

Award one mark for each of the following, up to a maximum of **3**

- she is shocked
- she is worried ("Oh, no")
- she thinks she had better do the right thing
- she feels relieved
- she thinks it is only a black bear
- she thinks it is only small
- she decides to get the upper hand
- she wants to scare it away
- or anything else which is valid, including mention of the final sentence in the paragraph

02 Explain how the situation develops between lines 6-18.

(6 marks)

AO2i and AO2iii

0 marks: nothing relevant

1–2 marks: for offering simple comment(s) or narrative or for lifting from the text without comment, eg. "I shouted at it in my most commanding tone"; "I took a step back"; "I felt myself being thrown forward"

3-4 marks: for explaining development and offering valid comments and/or finding relevant details and commenting, eg. "At first she seemed to be confident and in control: I shouted at it in my most commanding voice"; She felt she could frighten the bear so it would go away: "I began banging the outcrop with my hammer making all the noise I could to intimidate the bear"; She becomes the victim: "I felt myself being thrown forward"

5-6 marks: for beginning to develop interpretations and sustain ideas and offer some analysis of the situation, e.g. understanding that she does what might be expected to work but becomes increasingly frantic and is then out-manoeuvred by the bear so that she is at the animal's mercy.

03 Why is the narrator unable to get help?

(3 marks)

AO2i

0 marks: nothing relevant

Award one mark for each of the following, up to a maximum of **3**

- she appears to be on her own
- she couldn't get her radio out
- because the pocket had a buckled flap
- only one arm was free
- the bear was still with her
- the bear would not leave her alone
- or anything else that is valid

- 04** Think about the whole passage (lines 1-45)
How does the narrator make clear the power and savagery of the bear?
(6 marks)

AO2i, AO2ii and AO2iii

0 marks: nothing relevant

1-2 marks for finding appropriate words and phrases (e.g. "tearing at the flesh of my upper arm") and/or making generalised comments, e.g. "the bear keeps having a go at her"; "it drags her around" "she can't do anything to protect herself"; "she thinks it will kill her"; or offering narrative or simple comment

3-4 marks for making relevant comments on some words and/or phrases, e.g. "staggering blow" – this sounds powerful; "piercing pain" the alliteration makes it sound sharp and violent; "biting deep" – we realise how strong the bear is; "deep" is repeated to show how bad it is; "biting and tearing" sounds rough and as if it goes on for ages; "horrible/horror" repetition makes it seem like a frightening movie

5-6 marks for an understanding of how the horror of the situation extends through the section and is emphasised by the language, to help the reader empathise with her situation: there seems no way she can escape ("tremendous, irresistible power") and yet the violence appears to intensify (eg. "feeling my flesh torn, teeth against bone"), ending with the desperate "I'm being eaten by a bear"

- 05** Refer to the whole passage (lines 1-45). What do you learn about the narrator's character?
(7 marks)

AO2i and AO2ii

0 marks: nothing relevant

1-3 marks: saying something about the character; an awareness of her bravery, possibly tending to narrative rather than analysis, but without extensive support from the passage

4-7 marks: sensible ideas, detailed and supported, and likely to show changes as the situation becomes more serious; tries to be commanding with to begin ("Get out of here, bear"/ "making all the noise I could to intimidate the bear"); uses her knowledge of how to cope with the attack and is cool enough to stay still even when being mauled ("I was completely conscious of feeling my flesh torn") and though the bear is terrifying ("panting in my ear"); able to realise when an opportunity to call for help is offered, despite the agony she must have been in; final words make us respect her even more – almost humorous effect.

Mark Scheme: Section B

AO3 Writing

- Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task, purpose and audience.
- 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.
- Demonstrate control of a range of sentence structures for clarity, purpose and effect.
- Demonstrate technical accuracy in grammatical structures, punctuation and spelling.

Each task is assessed on all AO3 bullets:

06 “Humans are more important than animals”. What do you think of this view?

(25 marks)

Generic Skills descriptors	Specific content
<p>Mark Band 5 21-25 marks</p> <p>“effective”</p> <ul style="list-style-type: none">• Communicates effectively most of the time with detailed and developed ideas and evidence of sophisticated vocabulary and phrasing. Begins to anticipate and respond to intended audience; some evidence of crafting.• Coherently structured with some fluent linking of paragraphs.• Uses a wide range of sentence structures effectively.• Spelling and punctuation are secure. Commas are used accurately and effectively and there is some competence in the use of sophisticated punctuation for effect.	<ul style="list-style-type: none">• Selectively uses a range of devices to effectively develop the discussion e.g. anecdote• Likely to use range of rhetorical devices effectively
<p>Mark Band 4 16-20 marks</p> <p>“clear and secure”</p> <ul style="list-style-type: none">• Communicates clearly, engaging the audience through the conscious selection of detail to suit purpose and the selection of vocabulary for effect. Increasingly, discourse markers will be integrated and used to facilitate organisation.• Evidence of deliberate structure (which may be chronological) perhaps through repetition, a time-line, contrast or the overall linking of the various parts; paragraphs are usually developed, coherent and consciously linked• Sentence structures are varied, generally grammatically secure and, at times, effective.• Spelling of simple and commonly used complex words and plurals is generally secure. Sentence demarcation is generally	<ul style="list-style-type: none">• Clear focus on title• Details and vocabulary are clearly selected to develop the analysis/argument• Clear awareness of reader, likely to be demonstrated through the range of techniques used

<p>secure with increasing accuracy in the use of commas.</p>	
<p>Mark Band 3 “begins to engage” 11-15 marks</p> <ul style="list-style-type: none"> • Begins to engage the audience so that ideas can be followed without difficulty; sustained awareness of purpose and audience with some deliberate selection of vocabulary for effect • Ideas are logically sequenced with some conscious control of paragraphing usually marking a shift in focus (paragraphs may be tabloid or over-extended at times) • Conscious variation of sentence structures may be found in short sentences or exclamations for effect, rhetorical questions, or in complex sentences linked with appropriate discourse markers. Variation is unlikely to be sustained; may be some lack of control and grammatical insecurity • Some more complex words are spelt correctly as are some more complex plurals; some accuracy in, and appropriate use of, a wider range of punctuation which begins to clarify meaning. 	<ul style="list-style-type: none"> • Awareness of how to discuss the issue • Appropriate use of discourse markers • Uses some details and devices to support point of view
<p>Mark Band 2 “occasional success” 6-10 marks</p> <ul style="list-style-type: none"> • Communication is at times clear, and there is occasional awareness of purpose and audience; generally simple vocabulary though with occasional appropriate use of more complex words • Sometimes sequences ideas in a logical order and may indicate paragraphs spasmodically/randomly; may occasionally start a new paragraph appropriately • Begins to show variation in, and some control of, sentence structures; uses simple and compound sentences with occasional complex sentences • Commonly used words are usually spelt correctly; general accuracy in use of full stops and capital letters with occasional use of other punctuation marks. 	<ul style="list-style-type: none"> • Makes linked points about relative importance of humans/animals • Some awareness of how to organize the ideas and of how to influence the reader
<p>Mark Band 1 “some attempt” 1-5 marks</p> <ul style="list-style-type: none"> • Communicates some relevant meaning • Places some ideas in order • Some attempt to organise ideas into sentences; evidence of some conscious separation of ideas for clarity • Some accuracy in spelling of simple words; occasional accuracy in punctuation 	<ul style="list-style-type: none"> • Makes points about animals and/or humans • Simple attempt at offering opinion(s)

demonstrated through the sometimes correct use of capital letters for names or at the start of sentences, with occasional use of full stops.	
Below Band 1 0 marks <ul style="list-style-type: none"> • Nothing worthy of credit 	

- 07 “They reached the top of the hill. What they saw filled them with terror”. Describe what they saw.

(25 marks)

Generic Skills descriptors	Specific content
<p>Mark Band 5 21-25 marks</p> <p>“effective”</p> <ul style="list-style-type: none"> Communicates effectively most of the time with detailed and developed ideas and evidence of sophisticated vocabulary and phrasing. Begins to anticipate and respond to intended audience; some evidence of crafting. Coherently structured with some fluent linking of paragraphs. Uses a wide range of sentence structures effectively. Spelling and punctuation are secure. Commas are used accurately and effectively and there is some competence in the use of sophisticated punctuation for effect. 	<ul style="list-style-type: none"> Selectively uses a range of devices to effectively describe what was terrifying e.g. extended simile May use specific structure (such as ‘zooming in’) to good effect
<p>Mark Band 4 16-20 marks</p> <p>“clear and secure”</p> <ul style="list-style-type: none"> Communicates clearly, engaging the audience through the conscious selection of detail to suit purpose and the selection of vocabulary for effect. Increasingly, discourse markers will be integrated and used to facilitate organisation. Evidence of deliberate structure (which may be chronological) perhaps through repetition, a time-line, contrast or the overall linking of the various parts; paragraphs are usually developed, coherent and consciously linked Sentence structures are varied, generally grammatically secure and, at times, effective. Spelling of simple and commonly used complex words and plurals is generally secure. Sentence demarcation is generally secure with increasing accuracy in the use of commas. 	<ul style="list-style-type: none"> A focused description Details and vocabulary are clearly selected to enhance the effect of the description Appropriately structured
<p>Mark Band 3 11-15 marks</p> <p>“begins to engage”</p> <ul style="list-style-type: none"> Begins to engage the audience so that ideas can be followed without difficulty; sustained awareness of purpose and audience with some deliberate selection of vocabulary for effect Ideas are logically sequenced with some conscious control of paragraphing usually marking a shift in focus (paragraphs may be tabloid or over-extended at times) 	<ul style="list-style-type: none"> More focus on why it was terrifying Includes some interesting details and descriptive language attempts to structure the

<ul style="list-style-type: none"> • Conscious variation of sentence structures may be found in short sentences or exclamations for effect, rhetorical questions, or in complex sentences linked with appropriate discourse markers. Variation is unlikely to be sustained; may be some lack of control and grammatical insecurity • Some more complex words are spelt correctly as are some more complex plurals; some accuracy in, and appropriate use of, a wider range of punctuation which begins to clarify meaning. 	<p>description</p>
<p>Mark Band 2 “occasional success” 6-10 marks</p> <ul style="list-style-type: none"> • Communication is at times clear, and there is occasional awareness of purpose and audience; generally simple vocabulary though with occasional appropriate use of more complex words • Sometimes sequences ideas in a logical order and may indicate paragraphs spasmodically/randomly; may occasionally start a new paragraph appropriately • Begins to show variation in, and some control of, sentence structures; uses simple and compound sentences with occasional complex sentences • Commonly used words are usually spelt correctly; general accuracy in use of full stops and capital letters with occasional use of other punctuation marks. 	<ul style="list-style-type: none"> • Makes linked points about what they saw • Mentions why it was terrifying offers some clear description
<p>Mark Band 1 “some attempt” 1-5 marks</p> <ul style="list-style-type: none"> • Communicates some relevant meaning • Places some ideas in order • Some attempt to organise ideas into sentences; evidence of some conscious separation of ideas for clarity • Some accuracy in spelling of simple words; occasional accuracy in punctuation demonstrated through the sometimes correct use of capital letters for names or at the start of sentences, with occasional use of full stops. 	<ul style="list-style-type: none"> • Attempts to produce an appropriate description • May use some simple descriptive words and phrases
<p>Below Band 1 0 marks</p> <ul style="list-style-type: none"> • Nothing worthy of credit 	

Generic Skills descriptors	Specific content
<p>Mark Band 5 "effective" 21-25 marks</p> <ul style="list-style-type: none"> Communicates effectively most of the time with detailed and developed ideas and evidence of sophisticated vocabulary and phrasing. Begins to anticipate and respond to intended audience; some evidence of crafting. Coherently structured with some fluent linking of paragraphs. Uses a wide range of sentence structures effectively. Spelling and punctuation are secure. Commas are used accurately and effectively and there is some competence in the use of sophisticated punctuation for effect. 	<ul style="list-style-type: none"> Selectively uses a range of devices to develop the story Plot, setting, characterisation and structure designed to interest and engage
<p>Mark Band 4 "clear and secure" 16-20 marks</p> <ul style="list-style-type: none"> Communicates clearly, engaging the audience through the conscious selection of detail to suit purpose and the selection of vocabulary for effect. Increasingly, discourse markers will be integrated and used to facilitate organisation. Evidence of deliberate structure (which may be chronological) perhaps through repetition, a time-line, contrast or the overall linking of the various parts; paragraphs are usually developed, coherent and consciously linked Sentence structures are varied, generally grammatically secure and, at times, effective. Spelling of simple and commonly used complex words and plurals is generally secure. Sentence demarcation is generally secure with increasing accuracy in the use of commas. 	<ul style="list-style-type: none"> Clear focus on the rescue Details and vocabulary are clearly selected to enhance the story Clear evidence of being structured in relation to the title
<p>Mark Band 3 "begins to engage" 11-15 marks</p> <ul style="list-style-type: none"> Begins to engage the audience so that ideas can be followed without difficulty; sustained awareness of purpose and audience with some deliberate selection of vocabulary for effect Ideas are logically sequenced with some conscious control of paragraphing usually marking a shift in focus (paragraphs may be tabloid or over-extended at times) Conscious variation of sentence structures may be found in short sentences or 	<ul style="list-style-type: none"> Awareness of how to write the narrative with sense of focus on the title Able to link events through appropriate vocabulary choices Attempts to structure story so there is some focus on a rescue

<p>exclamations for effect, rhetorical questions, or in complex sentences linked with appropriate discourse markers. Variation is unlikely to be sustained; may be some lack of control and grammatical insecurity</p> <ul style="list-style-type: none"> • Some more complex words are spelt correctly as are some more complex plurals; some accuracy in, and appropriate use of, a wider range of punctuation which begins to clarify meaning. 	
<p>Mark Band 2 “occasional success” 6-10 marks</p> <ul style="list-style-type: none"> • Communication is at times clear, and there is occasional awareness of purpose and audience; generally simple vocabulary though with occasional appropriate use of more complex words • Sometimes sequences ideas in a logical order and may indicate paragraphs spasmodically/randomly; may occasionally start a new paragraph appropriately • Begins to show variation in, and some control of, sentence structures; uses simple and compound sentences with occasional complex sentences • Commonly used words are usually spelt correctly; general accuracy in use of full stops and capital letters with occasional use of other punctuation marks. 	<ul style="list-style-type: none"> • Makes linked points relevant to a story about a rescue • Some awareness of how to write a narrative
<p>Mark Band 1 “some attempt” 1-5 marks</p> <ul style="list-style-type: none"> • Communicates some relevant meaning • Places some ideas in order • Some attempt to organise ideas into sentences; evidence of some conscious separation of ideas for clarity • Some accuracy in spelling of simple words; occasional accuracy in punctuation demonstrated through the sometimes correct use of capital letters for names or at the start of sentences, with occasional use of full stops. 	<ul style="list-style-type: none"> • Attempts to tell a story about a rescue • Some attempt at sequencing simple narrative
<p>Below Band 1 0 marks</p> <ul style="list-style-type: none"> • Nothing worthy of credit 	