



**AQA Level 1/2 Certificate**

**English Language 87051H**

**Paper 1H 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.**

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

copyright © 2013 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre. Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334). Registered address: AQA, Devas Street, Manchester 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 writers' 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.

- 1 What have you learnt about the Wodaabe people from reading this passage?  
(6 marks)

*AO2 i Read and understand texts, selecting material appropriate to purpose  
AO2 ii Develop interpretation of writers' ideas and perspectives.*

*Marks are awarded for the appropriate selection of detail and consideration of it.  
Answers likely to focus on specific details with inferential comments about these.*

**0 marks:** nothing relevant

**Award 1-2 marks** for answers which **offer some literal detail and/or simple comment** e.g. they are nomads of the Sahara; they seem kind.

**Award 3-4 marks** for answers which **refer to a range of relevant detail with some relevant comment** e.g. hospitable + liberal sexual practices + value beauty + seem to be a proud people.

**Award 5-6 marks** for answers which **comment and infer meaning** e.g. appear to live contentedly in relatively hostile environment; in some ways cut off from the modern world; forthright and outspoken as shown by the way the women speak to the narrator.

- 2 How does the writer convey both the beauty and the danger of the desert at night? (6 marks)

*AO2 i Read and understand texts, selecting material appropriate to purpose  
AO2 iii Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.*

*Marks are awarded for the appropriate selection of detail and consideration of it.  
Marks should not be awarded for material drawn from outside the specified lines.*

**0 marks:** nothing relevant

**Award 1-2 marks** for answers which **identify literal detail** about the desert e.g. very cold at night; danger from Tuareg rebels; easy to get lost. Responses **may** focus on beauty and/or danger.

**Award 3-4 marks** for answers which **use literal detail to develop some relevant comment, possibly on effect** e.g. the description of the Tuareg rebels suggests that the desert is a very dangerous place at night, especially for a woman; the “meek metallic light” makes the desert sound eerie and mysterious. Responses **may** focus on beauty and/or danger.

**Award 5-6 marks** for answers which **focus on writer’s methods** e.g. conveys the beauty through contrast with desert in day (stupefying heat); through description (radiant and beckoning); comment on verbs: cooling, relieving, hovering, arched, casting; group of three: no water, no food or warmth; emphasis on inability to survive/impossibility of finding camp; contrast: brutally frigid/blisteringly hot; structure: beauty → danger → beauty. Responses **must** focus on beauty **and** danger.

- 3 What have you learnt about the character of the narrator from reading this passage? (6 marks)

*AO2 i Read and understand texts, selecting material appropriate to purpose  
AO2 ii Develop and sustain interpretations of writers' ideas and perspectives.*

*Marks are awarded for appropriate selection of detail and consideration of it  
Answers may deal with the two parts of the question separately or together.*

**0 marks:** nothing relevant

**Award 1-2 marks** for answers which offer **literal detail and/or simple comment**  
e.g. she was a city girl; she doesn't seem to get on well with the other people; she only speaks a few words of Fulfulde.

**Award 3-4 marks** for answers which offer **comment on a range of detail relevant to character**, e.g. she seems careless with safety as she walks into the desert night without planning how to get back; she is quite modest as she seems to accept what the women say about her looks.

**Award 5-6 marks** for answers which offer **developed inferential comment** focused on the character of the narrator probably referring to some of the following qualities with supporting reference to the text: impulsive; foolhardy; self-knowing; resourceful; confident; self-composed.

- 4 Explain why you think this passage was included in an anthology entitled “The Kindness of Strangers”. You should refer to the content and the way it is written. (7 marks)

*AO2 i Read and understand texts, selecting material appropriate to purpose  
AO2 ii Develop and sustain interpretations of writers’ ideas and perspectives.  
AO2 iii Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.*

*The question offers candidates the opportunity to consider the qualities of the whole text. Responses at the higher end are likely to be highly evaluative.*

**0 marks:** nothing relevant

**Award 1-2 marks** for answers which offer **simple comment** e.g. because it shows how a stranger in the desert is kind to the writer; because it’s well written and makes you feel as though you are there.

**Award 3-4 marks** for answers which **begin to examine** content and/or stylistic qualities e.g. the narrator is in a serious situation and could die in the desert and the Wodaabe tribesman helps her and takes her back to her camp; she was afraid he might assault her but he shows her only kindness; they cannot even speak the same language; she keeps the reader wondering what’s going to happen all the time as you sense that she could be in danger, even when he’s walking back with her, and yet she is delivered home safely.

**Award 5-7 marks** for answers which focus on question and **convincingly evaluate content and stylistic qualities** e.g. assess craft of writer (e.g. structure, timing, language use, manipulation of reader expectation) in portraying scene/thoughts/feelings; narrative perspective; creation of tension and suspense; focus on notion of “kindness” and/or “strangers”; possibly touch on cultural divide.

## **Mark Scheme: Section B**

Each task would be assessed on all AO3 bullets:

- 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.

### **Mode of Assessment**

Scripts should be clearly annotated with comments based on the mark scheme descriptors. Summative comments must be taken from the mark scheme descriptors and the band from which they are taken must be indicated in brackets.

### **Rubric Infringement**

Candidates are required to complete one of the given tasks. Where a candidate attempts more than one task, both (or all) must be marked using the mark scheme and the mark placed in the margin. The highest of the marks should be circled and transferred to the front of the answer booklet. Other marks should be struck through with a single line.

- 5 'You should never travel in a country if you don't know its language.' What do you think of this view? (25 marks)

Generic Skills descriptors	Specific content
<p>Mark Band 5 "compelling"</p> <p>21-25 marks</p> <ul style="list-style-type: none"> <li>• Communicates in a convincing and/or compelling way, fully engaging the reader with sustained personal voice and delightful/mature vocabulary choices. Shows ability to manipulate reader's response; consistently crafted</li> <li>• Uses a variety of structural features to enhance the writing as appropriate</li> <li>• Controlled manipulation of sentence structures for effect.</li> <li>• Grammatically secure with a high level of accuracy in spelling and a range of punctuation used appropriately, accurately and effectively to enhance meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Cogent focus on discussion</li> <li>• Integrates a range of complex details</li> <li>• Subtlety of purpose and ability to manipulate reader's response.</li> </ul>
<p>Mark Band 4 "effective"</p> <p>16-20 marks</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Coherently structured with some fluent linking of paragraphs.</li> <li>• Uses a wide range of sentence structures effectively.</li> <li>• Spelling and punctuation are secure. Commas are used accurately and effectively and there is some competence in the use of sophisticated punctuation for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Selectively uses a range of devices to sustain discussion e.g. anecdote, fact/opinion</li> <li>• Likely to use range of rhetorical devices effectively</li> <li>• Begins to anticipate and respond to potential reader response.</li> </ul>
<p>Mark Band 3 "clear and secure"</p> <p>11-15 marks</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• Sentence structures are varied, generally grammatically secure and, at times, effective.</li> <li>• Spelling of simple and commonly used complex</li> </ul>	<ul style="list-style-type: none"> <li>• Clear selection of detail to advance discussion</li> <li>• Some use of rhetorical devices for effect; discursive markers becoming more integrated</li> <li>• Engagement of reader may be sustained through direct address,</li> </ul>



<p>words and plurals is generally secure. Sentence demarcation is generally secure with increasing accuracy in the use of commas.</p>	<p>bracketed detail, linked ideas etc.</p>
<p>Mark Band 2 “begins to engage”</p> <p>6-10 marks</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of need to discuss premise with some use of developed relevant detail</li> <li>• May begin to address reader directly or make simple, appropriate use of rhetorical devices and/or discursive markers</li> <li>• Words such as beginning, necessary, beautiful, are sometimes spelt correctly</li> </ul>
<p>Mark Band 1 “occasional success”</p> <p>1-5 marks</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Sometimes sequences ideas in a logical order and may indicate paragraphs spasmodically/randomly; may occasionally start a new paragraph appropriately.</li> <li>• Begins to show variation in, and some control of, sentence structures; uses simple and compound sentences with occasional complex sentences.</li> <li>• Commonly used words and simple plurals are usually spelt correctly; general accuracy in use of full stops and capital letters with occasional use of other punctuation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Some detail about the teaching of other languages in school</li> <li>• Some variation in vocabulary</li> <li>• Words such as here, their, begin, are spelt correctly.</li> </ul>
<p>0 marks: nothing worthy of credit</p>	

6 Write a story entitled 'A Meeting with a Stranger'. (25 marks)

Generic Skills descriptors	Specific content
<p>Mark Band 5 "compelling"</p> <p>21-25 marks</p> <ul style="list-style-type: none"> <li>• Communicates in a convincing and/or compelling way, fully engaging the reader with sustained personal voice and delightful/mature vocabulary choices. Shows ability to manipulate reader's response; consistently crafted</li> <li>• Uses a variety of structural features to enhance the writing as appropriate</li> <li>• Controlled manipulation of sentence structures for effect.</li> <li>• Grammatically secure with a high level of accuracy in spelling and a range of punctuation used appropriately, accurately and effectively to enhance meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Plot, setting and characterisation wholly convincing within context</li> <li>• Integrates a range of narrative strands/and/or detail</li> <li>• Subtlety of purpose and ability to manipulate reader's response.</li> </ul>
<p>Mark Band 4 "effective"</p> <p>16-20 marks</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Coherently structured with some fluent linking of paragraphs.</li> <li>• Uses a wide range of sentence structures effectively.</li> <li>• Spelling and punctuation are secure. Commas are used accurately and effectively and there is some competence in the use of sophisticated punctuation for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Plot, setting and characterisation designed to interest and engage</li> <li>• Selectively uses a range of devices to sustain narrative</li> <li>• Begins to anticipate and respond to potential reader response.</li> </ul>
<p>Mark Band 3 "clear and secure"</p> <p>11-15 marks</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• Sentence structures are varied, generally</li> </ul>	<ul style="list-style-type: none"> <li>• Clear evidence of imposed plot with some clear attempt to provide setting and/or characterisation</li> <li>• Details and vocabulary are clearly selected to enhance</li> </ul>

<p>grammatically secure and, at times, effective.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>narrative</p> <ul style="list-style-type: none"> <li>• Engagement of reader may be sustained through direct address, bracketed detail, linked ideas etc.</li> </ul>
<p>Mark Band 2 “begins to engage”</p> <p>6-10 marks</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustains first, second or third person account in a recognisable narrative</li> <li>• Events linked through appropriate vocabulary choices</li> <li>• Words such as beginning, necessary, beautiful, are sometimes spelt correctly</li> </ul>
<p>Mark Band 1 “occasional success”</p> <p>1-5 marks</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Sometimes sequences ideas in a logical order and may indicate paragraphs spasmodically/randomly; may occasionally start a new paragraph appropriately.</li> <li>• Begins to show variation in, and some control of, sentence structures; uses simple and compound sentences with occasional complex sentences.</li> <li>• Commonly used words and simple plurals are usually spelt correctly; general accuracy in use of full stops and capital letters with occasional use of other punctuation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Some developed detail as part of a narrative linked with title</li> <li>• May use some adjectives to describe</li> <li>• Words such as here, their, begin, are spelt correctly</li> </ul>
<p>0 marks: nothing worthy of credit</p>	

7 Describe a person who has played a significant role in your life.

(25 marks)

Generic Skills descriptors	Specific content
<p>Mark Band 5 "compelling"</p> <p>21-25 marks</p> <ul style="list-style-type: none"> <li>Communicates in a convincing and/or compelling way, fully engaging the reader with sustained personal voice and delightful/mature vocabulary choices. Shows ability to manipulate reader's response; consistently crafted</li> <li>Uses a variety of structural features to enhance the writing as appropriate</li> <li>Controlled manipulation of sentence structures for effect.</li> <li>Grammatically secure with a high level of accuracy in spelling and a range of punctuation used appropriately, accurately and effectively to enhance meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Cogent focus on person</li> <li>Integrates a range of descriptive detail</li> <li>Subtlety of purpose and ability to manipulate reader's response.</li> </ul>
<p>Mark Band 4 "effective"</p> <p>16-20 marks</p> <ul style="list-style-type: none"> <li>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.</li> <li>Coherently structured with some fluent linking of paragraphs.</li> <li>Uses a wide range of sentence structures effectively.</li> <li>Spelling and punctuation are secure. Commas are used accurately and effectively and there is some competence in the use of sophisticated punctuation for effect</li> </ul>	<ul style="list-style-type: none"> <li>Selectively uses a range of devices to describe person e.g. extended simile</li> <li>May use specific structure, e.g. general to specific, to good effect</li> <li>Begins to anticipate and respond to potential reader response.</li> </ul>
<p>Mark Band 3 "clear and secure"</p> <p>11-15 marks</p> <ul style="list-style-type: none"> <li>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.</li> <li>Evidence of deliberate structure (which may be chronological) perhaps through repetition, a timeline, contrast or the overall linking of the various parts; paragraphs are usually developed, coherent</li> </ul>	<ul style="list-style-type: none"> <li>Clear selection of detail to enhance description of person</li> <li>Clear selection of vocabulary/imagery to describe</li> <li>Engagement of reader may be</li> </ul>

<p>and consciously linked</p> <ul style="list-style-type: none"> <li>• Sentence structures are varied, generally grammatically secure and, at times, effective.</li> <li>• 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</li> </ul>	<p>sustained through direct address, bracketed detail, linked ideas etc.</p>
<p>Mark Band 2 “begins to engage”</p> <p>6-10 marks</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> <li>• 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.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to describe person with conscious selection of detail</li> <li>• Conscious use of adjectives and imagery to describe</li> <li>• Words such as beginning, necessary, beautiful, are sometimes spelt correctly.</li> </ul>
<p>Mark Band 1 “occasional success”</p> <p>1-5 marks</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Sometimes sequences ideas in a logical order and may indicate paragraphs spasmodically/randomly; may occasionally start a new paragraph appropriately.</li> <li>• Begins to show variation in, and some control of, sentence structures; uses simple and compound sentences with occasional complex sentences.</li> <li>• Commonly used words and simple plurals are usually spelt correctly; general accuracy in use of full stops and capital letters with occasional use of other punctuation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Some developed detail about place</li> <li>• May use some adjectives to describe</li> <li>• Words such as here, their, begin, are spelt correctly.</li> </ul>
<p>0 marks: nothing worthy of credit</p>	