



AQA Level 1/2 Certificate

English Language 87052F

Paper 2F 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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Mark Scheme: Section A

AO2 Reading: targeted objectives

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

01 Read Source A, Bollywood versus Hollywood. List four differences between Bollywood and Hollywood. (4 marks)

A02i Read and understand texts, selecting material appropriate to purpose

Award **one** mark for each **difference**. Candidates may copy or rephrase.

- Hollywood Produces an average **500 films** per year while Bollywood produces nearly **double**.
- Hollywood is **technically** the best (editing, sound, etc...) but Bollywood masters **story telling**.
- A Bollywood actor has to be able to **act and dance** and know up to **3 languages**: Hollywood actors just have to be able to **act**.
- The annual budget for all Bollywood films combined is less than the budget of the Walt Disney Company alone. Hollywood films like '**Avatar**' have budgets of **\$400** million, while the biggest budget Bollywood films, like '**Blue**', have budgets of only **\$50** million.
- Bollywood is known for **superb choreography**. Hollywood choreography appears **amateurish**.
- Hollywood has some **2.6 billion** viewers: Bollywood has **3.6 billion**.

Question 2

- 02 Study Source B**, a poster advertising a film called *The Birds*. How does the poster make the film seem scary? (6 marks)

A02iii 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 appropriate selection of detail and consideration of it.

Award 0 marks for nothing worthy of credit.

Award 1-2 marks for answers which describe/identify the content of the poster. e.g. Birds are attacking a woman; the woman is screaming

Award 3-6 marks for answers which, possibly in addition to description of the content, offer some explanation of how the elements of the poster create a sense of terror e.g. the suggestion that a flock of birds is attacking the woman on purpose/in unison; the fact that we don't normally associate birds with something to be scared of; the expression on the woman's face suggests pain and fear; the use of the colour red to draw attention to her screaming mouth; the position of the woman's face in the centre of the poster; Hitchcock's words.

Question 3

- 03** Read **Source C**, an online review of *The Birds*. How does the writer show that he thinks this is a great film? (6 marks)

A02ii Develop and sustain interpretations of writers ideas and perspectives

A02iii Explain and evaluate how writers use linguistic and grammatical features to achieve effects and engage and influence the reader

Award 0 marks Nothing worthy of credit

Award 1-3 marks for answers that focus on what he tells us about the events in the film and/or direct praise for the film e.g. the birds act in a crazy manner; people are panicked by the birds' behaviour; Hitchcock is a brilliant filmmaker; the film is a horror classic

Award 4-6 marks for answers that consider the way the writer's use of language reveals his enthusiasm for the film. Answers may identify techniques such as use of lists, alliteration, puns, one line paragraph (e.g. 'Smashing into windows, starting fires, pecking people's eyes out'; 'The odds are not in our favour'; 'Or should I say foul friends'); answers may highlight the reviewer's enjoyment/appreciation of the central hypothesis of the film (we are living on borrowed time; the use of numbers to show that humans are outnumbered)

Question 4

- 04** Read Source D, Piracy and the Film Industry. What problems are caused by film piracy? (5 marks)

A02i Read and understand texts, selecting material appropriate to purpose

A02ii Develop and sustain interpretations of writers ideas and perspectives

Award 0 marks for nothing worthy of credit

Award 1-2 marks for answers which identify results of piracy e.g. it is theft; there is less profit; video stores losing business

Award 3-5 marks for answers which identify the *consequences* of less income e.g. more difficult to take a chance on risky films or unknown screen writers/actors; impact on local economies; less entertainment choices; fewer opportunities for creative professionals; less diversity and variety of film.

Question 5

- 05 Read Source E, Women on Film. What different views do these women have about the film industry? (6 marks)

Award 0 marks for nothing worthy of credit

Award 1- 3 marks for answers which focus on the problems faced by women in the film industry e.g. there is discrimination; mature actresses are typecast: **Just copied selections maximum 3 marks.**

Award 4-6 marks where the candidate writes about views and attitudes that go beyond simply identifying the employment problems faced by women in the film industry e.g. discrimination is faced by women in all professions; women are fighting back; contrasting the treatment of women and men; the loss for everybody if women aren't represented fairly

Mark Scheme: Section B

Both tasks are 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.

Question 6

A national newspaper has published an article called ‘Films are not worth our money any more’. Write a letter to the editor of the paper explaining your thoughts and feelings about films. You may use ideas from the sources in Section A as well as your own.

(27 marks)

Generic Skills descriptors	Specific content
<p>Mark Band 5</p> <p>“effective”</p> <p>23-27 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">• Likely to develop a number of key points in detail• Opening and/or conclusion may be engaging• May consider other point of view and offer basic counter-argument• May have a more detailed explanation of the reasoning behind the statement.• May display signs of strength of feelings about the subject e.g. use of persuasive techniques such as emotive language, rhetorical questions.

<p>Mark Band 4 “clear and secure” 17-22 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"> • Likely to refer to several aspects of the question of why it is or is not worth watching films/thoughts and feelings about films • Likely to discuss at least two of these aspects in some detail, giving reasons, examples • May outline the reasoning behind the statement • Likely to have an introduction and conclusion
<p>Mark Band 3 “begins to engage” 11-16 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"> • Likely to be recognisable as a letter • May offer simple explanation of the reasoning behind the statement • Likely to have a clear point of view supported by a number of reasons some of which are beginning to be developed.

<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"> • Likely to have a clear point of view • Likely to support that point of view with a number of reasons
<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"> • Likely to express agreement or disagreement with the statement very simply • May give some simple reason for their response.
<p>0 marks: nothing worthy of credit</p>	

Question 7

Look at the poster below for a national film review competition. Now write your review of your chosen film, recommending it to viewers. You may use ideas from the sources in Section A as well as your own.

(27 marks)

Generic Skills descriptors	Specific content
<p>Mark Band 5 “effective”</p> <p>23-27 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"> • Likely to suggest several different features of the film that make it worth recommending • Likely to offer detailed commentary on most of these features • May craft some language use to indicate their enthusiasm for the film • Opening and/or conclusion may be engaging • May refer to the films’ place within a canon or genre • May refer to what the reader will gain by watching the film
<p>Mark Band 4 “clear and secure”</p> <p>17-22 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"> • Likely to have an introduction and conclusion • Likely to identify several key features of the film that they wish to recommend • Likely to offer some detailed explanation/exploration of these features • May allude to a film’s significance • Likely to consider/explain why the reader should see the film

<p>Mark Band 3 “begins to engage” 11-16 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"> • Likely to offer more detailed comments on why they like the film • May begin to consider why the reader should see the film • May refer to highlights of the film
<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"> • Recommends a film • May give more detailed account of the storyline • May offer some explanation of why they like it
<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"> • Likely to offer the name of a film • Likely to offer an expression of their liking of the film • May give brief summary of the story
<p>0 marks: nothing worthy of credit</p>	