



**AQA Level 1/2 Certificate**

**English Language 87052H**

**Paper 2H 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

- 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 Look at Source A.** Which aspects of Bollywood films are made to seem better than Hollywood films?

(4 marks)

*A02 iii Explain and evaluate how writers use structural and presentational features to achieve effects and influence the reader*

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

**Award 0 marks for nothing worthy of credit.**

**Award 1 mark** for answers which **selects a simple aspect**, e.g. Bollywood makes more pictures

**Award 2 marks** for answers which select **some simple aspects** and support their answer

**Award 3-4 marks** for answers which give a **range of aspects** and support their answer, including some clear understanding of bias/implicit meaning e.g.

- Bollywood film influences popular music, implying that Hollywood film does not
- Implicit suggestion that Hollywood films waste money whereas Bollywood films are better value re budget
- Implicit suggestion that more viewers = better film industry

**02** Look at **Source B** and **Source C**. How is language used to 'sell' the film to potential viewers in each of the sources?

(6 marks)

A02i Read and understand texts, selecting material appropriate to purpose, collating from different sources, and making and explaining connections across texts as appropriate

A02iii Explain and evaluate how writers use 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 the content of the picture or the review**.

**May use only one source**

**Award 3-4 marks** for answers which, possibly in addition to description of the content, offer **explanation** of why the poster and the review make the film appealing e.g. Words like 'horrifying' and 'brilliant' make the film sound appealing; 'terrifying' appeals to a modern audience.

**Must use two sources**

**Award 5-6 marks** for answers which offer a range of examples which are increasingly subtle e.g. in the review the use of ironic humour, the use of violent language, the use of sentence structures. In the poster, the use of Hitchcock's words which almost challenge the reader, the glamour of the picture of Tippi Hedron as 'a fascinating new personality' suggests that the actress's performance will add to audience satisfaction.

**Must use two sources**

**03** Look at **Source D**. What criticisms does Brando make about the ways Native American Indians have been treated?

(5 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** for **nothing worthy of credit**

**Award 1 mark** for answers which **select literal details** possibly making simple statements/comments about the speech e.g. it's all about native American Indians.

**Award 2-3 marks** for answers which **begin to concentrate on criticism** in the text e.g. 'we did not do right'; 'we lied to them.'

**Award 4-5 marks** for answers which capture **a range of criticisms** and understand the use of more **subtle criticisms** e.g.

- The lies - especially the deceitfulness of 'my friends.'
- The aggressive accusations re treatment e.g. 'murdered', 'starved'
- The idea that they slaughtered native American Indians without understanding that they were destroying a culture, not just people
- The accusation attributes moral blame for the treatment meted out
- Religious lexis implies that the criticism is based on religious/moral values

- 04** Explain the various problems in the film industry which are identified in **Source F** and **one** other source of your choice.

(6 marks)

*A02i Read and understand texts, selecting material appropriate to purpose, collating from different sources, and making and explaining connections across texts as appropriate*

*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 **select detail** of some simple problems e.g. illegal downloading

**May use one source**

**Award 3-4 marks** for answers which find some problems from two texts e.g. illegal downloading costing industry money; racism, ageism stopping employment of black actors/ older women

**Must use two sources**

**Award 5-6 marks** for answers which **find a range of problems, including complex issues which may not be identified explicitly in the text e.g.**

- Financial problems which threaten the entire industry are identified in Source F – reference to ‘global issue’
- Could choose issues to do with prejudice are identified in E, or in B (objectification of women)
- References to historical problems are used in source F (‘a decade’) and in source D, implying that historical trends/behaviour are difficult to change

Award full marks for **a balanced answer which uses two sources effectively and which give a full and detailed explanation.**

- 05 There are film posters in Sources A, B, E and F. **Choose any three of these posters** and write about how they use images to suggest possible ideas about the films they advertise.

(6 marks)

A02ii Develop and sustain interpretations of writers ideas and perspectives

A02iii Explain and evaluate how writers use structural and presentational features to achieve effects and engage and influence the reader.

**Award 0** marks for **nothing worthy of credit**

**Award 1 – 2 marks** for answers which **identify simple aspects** of appeal e.g. use of bright colours on *Birds* poster, pretty eyes in *Avatar* poster

**May use one poster**

**Award 3 - 4 marks** for answers which **focus on some ideas caused by the posters** e.g. toys suggest the film is for a young audience, use of teenagers suggests a teen audience, colour of skin suggests it is a sci-fi film

**May use two posters**

**Award 5 – 6 marks** for answers which show analytical and interpretative ability e.g. the background in the *Resident Evil* poster implies an apocalyptic future, the shadow caused by the birds implies doom, the use of women in *The Birds* creates sex appeal and attacks upon the 'vulnerable' , the stance of the teenagers suggests that teenagers are almost heroic.

Award full marks for answers which **draw from three sources effectively and analyse in a sustained fashion**

## **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.

- 06** ‘The film industry has a duty to represent all people fairly and to avoid stereotyping.’ Write a letter to the editor of a film magazine explaining your views on these issues. You may use information from the sources in Section A and your own ideas.

*(27 marks)*

<b>Generic Skills descriptors</b>	<b>Specific content</b>
<p>Mark Band 5 23-27 marks</p> <p>“compelling”</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>• Uses standard English imaginatively</li><li>• Demonstrates the ability to integrate a range of complex details in order to explain e.g. use of highly effective details</li><li>• Subtlety of purpose and ability to manipulate reader’s response with fully integrated recognition of needs of reader e.g. via recognition of need for diplomacy and respect</li><li>• Voice is matched to formal letter</li></ul>



<p>Mark Band 4 17-22 marks</p> <p>“effective”</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>uses standard English effectively</li> <li>Selectively uses a range of devices to explain</li> <li>Begins to anticipate and respond to potential reader response</li> <li>Voice captures elements of explanatory letter effectively</li> </ul>
<p>Mark Band 3 11-16 marks</p> <p>“clear and secure”</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 words and plurals is generally secure. Sentence demarcation is generally secure with increasing accuracy in the use of commas.</li> </ul>	<ul style="list-style-type: none"> <li>uses accurate standard English</li> <li>Details and vocabulary are clearly selected and organised to explain</li> <li>Clear attempt to engage the readers of the letter. Likely to use some range of information about stereotyping</li> <li>Occasional elements of language capture formal letter well</li> </ul>

<p>Mark Band 2 6-10 marks</p> <p>“begins to engage”</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>• generally uses accurate standard English</li> <li>• Language sporadically captures formal voice</li> <li>• Awareness of need to explain, with conscious selection of detail and vocabulary suited to purpose.</li> <li>• Awareness of fairness by reference to statements like ‘they shouldn’t be treated in this way.’</li> </ul>
<p>Mark Band 1 1-5 marks</p> <p>“occasional success”</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>• uses some accurate standard English</li> <li>• Voice often does not suit needs of letter to director or sections of society but may refer to simple aspects e.g. actresses</li> <li>• Some awareness of need to explain, not sustained</li> </ul>
<p>0 marks: nothing worthy of credit</p>	

- 07** 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)

<b>Generic Skills descriptors</b>	<b>Specific content</b>
<p>Mark Band 5 23-27 marks</p> <p style="text-align: center;">“compelling”</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>• uses standard English imaginatively</li> <li>• Demonstrates the ability to integrate a range of complex details in order to review e.g. evaluation of qualities of the film</li> <li>• Subtlety of purpose and ability to manipulate listeners' response with full integrated recognition of potential range of audience</li> <li>• Voice is matched to needs of audience.</li> </ul>
<p>Mark Band 4 17-22 marks</p> <p style="text-align: center;">“effective”</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>• uses standard English effectively</li> <li>• Selectively uses a range of devices to review e.g. writing about exciting, well selected moments</li> <li>• Begins to anticipate and respond to potential listener response – may demonstrate awareness of range of audience's age and experience</li> <li>• Voice often captures aspects appropriate to audience.</li> </ul>

<p>Mark Band 3 11-16 marks</p> <p style="text-align: center;">“clear and secure”</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 words and plurals is generally secure. Sentence demarcation is generally secure with increasing accuracy in the use of commas.</li> </ul>	<ul style="list-style-type: none"> <li>• uses accurate standard English</li> <li>• Details and vocabulary are clearly selected and organised for the purpose of the review</li> <li>• Clear attempt to engage readers (and possibly viewers) Likely to use some range of information for audience.</li> <li>• Occasional elements of language capture voice effectively e.g. ‘I recommend this...’</li> </ul>
<p>Mark Band 2 6-10 marks</p> <p style="text-align: center;">“begins to engage”</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>• Generally uses accurate standard English</li> <li>• Language sporadically captures voice</li> <li>• Awareness of need to review with conscious selection of detail and vocabulary suited to purpose e.g. ‘this was very effective’.</li> <li>• Awareness of needs of audience may be evident through some devices which suite review e.g. comment on acting skills.</li> </ul>

<p>Mark Band 1                    “occasional success” 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>• uses some accurate standard English</li> <li>• Voice often does not suit needs of review but may refer to simple aspects e.g. films</li> <li>• Some awareness of need to write about film, not sustained</li> </ul>
<p>0 marks: nothing worthy of credit</p>	