



AQA Certificates

English Language

8705/1F

(Specification 8705)

**Paper 1: Literary Non Fiction and Composition
(Foundation)**

Specimen

Mark Scheme

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Mark Scheme outline
Section A

AO2 Reading

- Read and understand texts, selecting and utilising material appropriate to purpose, collating from different sources and making comparisons and cross-references 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.

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

- 01** Read lines 01-05. List 4 things which the writer remembers about that morning at school.
(4 marks)

AO2i: selection of material appropriate to purpose

Award 0 marks for nothing worthy of credit.

Award 1 mark for each of the following, up to a maximum of 4:

there was no lesson

had to sit at shiny desks in the gym

clean paper and a printed question sheet

were not allowed to turn question sheet over until told to

the clock with big hands on the wall of the gym

the clock ticked in silence before they began the examination

- 02** Explain, using your own words, the different pieces of advice given to Jimmy by his Grandmother?
(5 marks)

AO2i read and understand text, selecting and utilising material appropriate to purpose

Award 0 marks for nothing worthy of credit.

Award 1 mark for each of the following, up to a maximum of 3:

needs to use his brains

have his pen and pencil and everything ready

be ready and waiting at the exam room door

read what the exam paper tells him to do and do what it says

be sure to finish all the questions but not waste time on any he can't do

trust his brain to find the answer

use his strengths.

Award a further 0, 1 or 2 marks for appropriate linking of ideas and/or restructuring and/or explanation.

Record your mark as 0+0

- 03** What do you learn about the feelings of Jimmy’s grandmother towards his mother? Support the points you make with reference to the text.

(5 marks)

AO2i read and understand text
AO2ii develop interpretation of writer’s ideas

Answers are likely to focus on lines **10-15**.

Award 0 marks for nothing worthy of credit.

Award 1-2 marks for **simple statements** e.g. she talks to her and/or relevant copied extracts e.g. “Your mother is not always...sensible” and/or simple unsupported comments e.g. she doesn’t like her.

Award 3-5 marks for answers that **demonstrate inference/interpretation** based on textual detail e.g. comment that she doesn’t sound very happy with her and that they may not get on well. The best answers are likely to **identify as evidence**, and **infer meaning from**, “done me the courtesy” and “not always...sensible”.

- 04** What is the importance of the image of the sycamore tree in lines 26 to 42?

(4 marks)

AO2i Read and understand text
AO2iii Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader

Award 0 marks for nothing worthy of credit.

Award 1 mark for **simple copying** of all or part of what Jimmy and/or the grandmother say about the sycamore tree.

Award 2 marks for simple, **appropriate rephrasing** of all or part of what Jimmy and/or the grandmother say about the sycamore tree.

Award 3-4 marks for answers which relate the image to tackling exam and **shows understanding** of the need to do this in stages, with each stage building on the next.

- 05** Now think about the whole passage. What different things have you learnt about Jimmy? Use evidence from the text to support the points you make.

(7 marks)

AO2i Read and understand texts, selecting and utilising material appropriate to purpose
AO2ii Develop and sustain interpretations of writers’ ideas and perspectives.

Award 0 marks for nothing worthy of credit.

Award 1-3 marks for **simple literal detail** e.g. he’s eleven, lives with mother and grandmother; usually doesn’t enjoy maths.

Award 4-7 marks for answers which demonstrate the ability to **interpret information** and **start to sustain ideas** e.g. seems to lack confidence in school work; suggestion that there’s been difficulties in his past; listens to his grandmother and seems to respect her etc.

Mark Scheme: Section B

AO3 Writing

Each task is assessed on all AO3 bullets:

- Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.
- 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** Choose an important person in your life. Describe that person so that your reader has a clear picture of him or her.

(25 marks)

Generic Skills descriptors	Specific content
<p>Band 4 “secure and effective” 19 – 25 marks</p> <ul style="list-style-type: none"> • communicates effectively by engaging the audience with relevant selection of detail and successful adaptation of form for purpose; varied vocabulary for effect; discourse markers securely used to navigate readers and support organisation of ideas. • events and ideas coherently sequenced through effective paragraphing; clear links formed within and between paragraphs. • varied sentence structures to create different effects; grammatically secure and coherent. • spelling of commonly used complex words and plurals is accurate; securely uses a range of punctuation. 	<ul style="list-style-type: none"> • details and vocabulary are selected to enhance the description of the person. • engages reader through direct address, bracketed detail etc.
<p>Band 3 “some control, some success” 13 – 18 marks</p> <ul style="list-style-type: none"> • communicates to the reader with some success and control; adapts form for purpose; some deliberate selection of vocabulary for effect. • ideas are deliberately sequenced with paragraphs marking a shift in focus. • varied sentence structures to convey ideas; general grammatical control. • some complex words and plurals spelt correctly; uses a range of punctuation with some success. 	<ul style="list-style-type: none"> • awareness of need to describe the person, with conscious selection of adjectives. • may show more deliberate use of detail, vocabulary and sentence structure to engage the reader and help to create a clear picture.

<p>Band 2 “simple and straightforward” 7 – 12 marks</p> <ul style="list-style-type: none"> communicates simply and clearly; some adaptation of form for purpose; attempts to interest the reader; simple appropriate vocabulary. ideas simply and logically sequenced with straightforward paragraphing. some variety and some control of sentence structures, including some that are complex. commonly used words and simple plurals spelt correctly; basic punctuation is mostly accurate. 	<ul style="list-style-type: none"> makes some linked points about the person. shows awareness of the need to give a clear picture of him/her.
<p>Band 1 “some attempt” 1 – 6 marks</p> <ul style="list-style-type: none"> some attempt to communicate relevant meaning. some attempt to sequence ideas by segmentation into paragraphs. some attempt to organise ideas into sentences. some plausible spelling of simple words; some evidence of punctuation. 	<ul style="list-style-type: none"> makes one or more direct reference to an important person. may use some simple descriptive words e.g. good.
0 Marks	Nothing worthy of credit

- 07** “It was the most important test of my life.”
Write a story which will interest your reader which starts or ends with this sentence.
(25 marks)

Generic Skills descriptors	Specific content
<p>Band 4 “secure and effective” 19 – 25 marks</p> <ul style="list-style-type: none"> communicates effectively by engaging the audience with relevant selection of detail and successful adaptation of form for purpose; varied vocabulary for effect; discourse markers securely used to navigate readers and support organisation of ideas. events and ideas coherently sequenced through effective paragraphing; clear links formed within and between paragraphs. varied sentence structures to create different effects; grammatically secure and coherent. spelling of commonly used complex words and plurals is accurate; securely uses a range of punctuation. 	<ul style="list-style-type: none"> details and vocabulary are selected to enhance the story. engages reader through structure and sequence of events.
<p>Band 3 “some control, some success” 13 – 18 marks</p> <ul style="list-style-type: none"> communicates to the reader with some success and control; adapts form for purpose; some deliberate selection of vocabulary for effect. ideas are deliberately sequenced with paragraphs marking a shift in focus. varied sentence structures to convey ideas; general grammatical control. some complex words and plurals spelt correctly; uses a range of punctuation with some success. 	<ul style="list-style-type: none"> awareness of need to tell a story, with conscious selection of details. may show more deliberate use of detail, vocabulary and sentence structure to engage the reader and help to create a clear story.
<p>Band 2 “simple and straightforward” 7 – 12 marks</p> <ul style="list-style-type: none"> communicates simply and clearly; some adaptation of form for purpose; attempts to interest the reader; simple appropriate vocabulary. ideas simply and logically sequenced with straightforward paragraphing. some variety and some control of sentence structures, including some that are complex. commonly used words and simple plurals spelt correctly; basic punctuation is mostly accurate. 	<ul style="list-style-type: none"> a straightforward chronology. shows awareness of the need to include details that interest the reader.
<p>Band 1 “some attempt” 1 – 6 marks</p>	<ul style="list-style-type: none"> makes some attempt

<ul style="list-style-type: none"> • some attempt to communicate relevant meaning. • some attempt to sequence ideas by segmentation into paragraphs. • some attempt to organise ideas into sentences. • some plausible spelling of simple words; some evidence of punctuation. 	<p>to construct a story.</p> <ul style="list-style-type: none"> • may use some simple descriptive words e.g. good.
0 Marks	Nothing worthy of credit

- 08** “Exams are an old fashioned way of measuring a person’s real ability”.
Write the words of a speech for a podcast in which you argue for or against this idea.
(25 marks)

Generic Skills descriptors	Specific content
<p>Band 4 “secure and effective” 19 – 25 marks</p> <ul style="list-style-type: none"> communicates effectively by engaging the audience with relevant selection of detail and successful adaptation of form for purpose; varied vocabulary for effect; discourse markers securely used to navigate readers and support organisation of ideas. events and ideas coherently sequenced through effective paragraphing; clear links formed within and between paragraphs. varied sentence structures to create different effects; grammatically secure and coherent. spelling of commonly used complex words and plurals is accurate; securely uses a range of punctuation. 	<ul style="list-style-type: none"> details and vocabulary are selected to argue. engages reader through clear sequencing of ideas.
<p>Band 3 “some control, some success” 13 – 18 marks</p> <ul style="list-style-type: none"> communicates to the reader with some success and control; adapts form for purpose; some deliberate selection of vocabulary for effect. ideas are deliberately sequenced with paragraphs marking a shift in focus. varied sentence structures to convey ideas; general grammatical control. some complex words and plurals spelt correctly; uses a range of punctuation with some success. 	<ul style="list-style-type: none"> awareness of need to argue, with some conscious selection of details and vocabulary. may show more deliberate use of detail, vocabulary and sentence structure to engage the reader.
<p>Band 2 “simple and straightforward” 7 – 12 marks</p> <ul style="list-style-type: none"> communicates simply and clearly; some adaptation of form for purpose; attempts to interest the reader; simple appropriate vocabulary. ideas simply and logically sequenced with straightforward paragraphing. some variety and some control of sentence structures, including some that are complex. commonly used words and simple plurals spelt correctly; basic punctuation is mostly accurate. 	<ul style="list-style-type: none"> makes some linked points. shows awareness of the need to make clear points about exams.
<p>Band 1 “some attempt” 1 – 6 marks</p> <ul style="list-style-type: none"> some attempt to communicate relevant meaning. 	<ul style="list-style-type: none"> makes one or more direct reference to

<ul style="list-style-type: none"> • some attempt to sequence ideas by segmentation into paragraphs. • some attempt to organise ideas into sentences. • some plausible spelling of simple words; some evidence of punctuation. 	<p>exams.</p> <ul style="list-style-type: none"> • may use some simple sequencing.
0 Marks	Nothing worthy of credit