



AQA Certificates

English Language

8705/1H

(Specification 8705)

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

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 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.

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

- 01** What have you learned about the interests and character of the writer from reading this passage?

(7 marks)

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

Answers likely to focus on interests in wildlife and photography; solitary lifestyle; compassion for wildlife; concerns about age; courage in overcoming fear of heights to save heron etc

Marks are awarded for the appropriate selection of detail and consideration of it.

Award 0 marks for nothing worthy of credit.

Award 1-3 marks for answers which **focus primarily on literal detail** e.g. he lived in Scotland; he was a photographer; he had a dog; he liked wildlife; he wanted to save the heron.

Award 4-5 marks for answers which, as well as offering literal detail, **begin to make inferences** e.g. he seems to have been a loner; he was prepared to go to a lot of trouble to get a good photograph; he may be concerned about getting older.

Award 6-7 marks for answers which **constantly infer and explore** meaning whilst basing their answers on textual detail e.g. he not only cares about animals but instinctively empathises with them and knows how to deal with them as demonstrated by his determination to allow the heron to die in the open; he's dedicated to his work as shown by the conditions in which he works and his determination to pursue a good photograph.

- 02** Re-read lines 21 to 55. How do the writer's methods encourage the reader to share his admiration and compassion for the heron?

(8 marks)

*AO2 i Read and understand texts, selecting and utilising 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.

Award 0 marks for nothing worthy of credit.

Award 1-3 marks for answers which **focus primarily on literal detail** about the heron e.g. he says the heron was very weak; he describes the heron's claws as "old, grey and blunt".

Award 4-6 marks for answers which, as well as offering literal detail, **begin to focus on writer's methods** e.g. he gives the heron human features to make the reader feel sorry for it; he uses emotive language so that we feel sorry for it

Award 7-8 marks for answers which **constantly focus on writer's methods, analysing language use and exploring effects** e.g. to evoke admiration, we are shown the past beauty of the heron through the contrast with its current condition: the "bluey sheen" versus the "pale with age"; the beak once "razor sharp", now "blunt"; he uses rhetorical questions with a dual purpose: to engage reader and encourage agreement e.g. Why else would he be there two days running, below the only human dwelling in fifteen miles of roadless loch, and right by my boat?

- 03** How likely is it that this heron is Harry? Why is this important to the writer? In your answer you should:

- examine the evidence used by the writer to support his belief that this heron is Harry and any other evidence that might suggest this is not the case.
- consider the importance of the heron to the writer.

(10 marks)

*AO2 i Read and understand texts, selecting and utilising 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.*

Award 0 marks for nothing worthy of credit.

Award 1-3 marks for answers which **focus primarily on literal detail** which supports the writer's belief that this heron is Harry e.g. he says "It was Harry for sure"; he also says that he knew the boat well. May make simple comments on why the heron is important to the writer e.g. because he remembered him.

Award 4-7 marks for answers which, as well as offering literal detail, **begin to engage with the question and start to examine the evidence** e.g. he compares the way this Heron tried to peck with the way Harry had done but most herons probably do this. Begins to grasp the emotional significance of the bird to the writer

Award 8-10 marks for answers which **fully engage with the question**, examining the evidence, supporting a viewpoint throughout and demonstrating exploration and empathy in analysis of importance of heron to the writer.

Mark Scheme outline
Section B

Each task will be 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.

- 04** Describe a place that changes in appearance and atmosphere at different times of the day and night. The place can be real or imagined.

(25 marks)

Generic Skills descriptors	Specific content
<p>Band 4 “sophisticated and compelling” 20 – 25 Marks</p> <ul style="list-style-type: none"> • communicates in a sophisticated way, fully engaging readers; discriminating selection of detail; sophisticated adaptation of form for purpose; creative/imaginative vocabulary choices; compelling personal voice. • imaginatively structured with controlled and sophisticated paragraphing. • sophisticated and controlled manipulation of a range of sentence structures, grammatically accurate. • a high level of accuracy in spelling and punctuation; sophisticated punctuation used discerningly. 	<ul style="list-style-type: none"> • demonstrates the ability to integrate a range of complex details. • subtlety of purpose and ability to manipulate reader’s response.
<p>Band 3 “developed and assured ” 14 – 19 Marks</p> <ul style="list-style-type: none"> • communicates engagingly, with creative selection of detail and developed ideas; ambitious vocabulary and phrasing; assured adaptation of form for purpose; sustains and manipulates the reader’s response. • assuredly structured with fluent linking of paragraphs to sustain coherence. • assured and ambitious use of a range of sentence structures, grammatically accurate. • spelling is accurate; confidently uses punctuation for effect. 	<ul style="list-style-type: none"> • selectively uses a range of devices to describe appearance and atmosphere. • anticipates and responds to potential reader response.

<p>Band 2 “secure and effective” 8 – 13 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 place. engages reader through direct address, bracketed detail, more structured contrast etc.
<p>Band 1 “some control, some success” 1 – 7 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 place, with deliberate selection of detail, adjectives, imagery and features of contrast.
<p>0 marks</p>	<p>Nothing worthy of credit</p>

05 Write a story in which a discovery plays an important part.

(25 marks)

Generic Skills descriptors	Specific content
<p>Band 4 “sophisticated and compelling” 20 – 25 Marks</p> <ul style="list-style-type: none"> communicates in a sophisticated way, fully engaging readers; discriminating selection of detail; sophisticated adaptation of form for purpose; creative/imaginative vocabulary choices; compelling personal voice. imaginatively structured with controlled and sophisticated paragraphing. sophisticated and controlled manipulation of a range of sentence structures, grammatically accurate. a high level of accuracy in spelling and punctuation; sophisticated punctuation used discerningly. 	<ul style="list-style-type: none"> demonstrates the ability to integrate a range of complex details within an imaginative story structure. subtlety of purpose and ability to manipulate reader’s response.
<p>Band 3 “developed and assured ” 14 – 19 Marks</p> <ul style="list-style-type: none"> communicates engagingly, with creative selection of detail and developed ideas; ambitious vocabulary and phrasing; assured adaptation of form for purpose; sustains and manipulates the reader’s response. assuredly structured with fluent linking of paragraphs to sustain coherence. assured and ambitious use of a range of sentence structures, grammatically accurate. spelling is accurate; confidently uses punctuation for effect. 	<ul style="list-style-type: none"> selectively uses a range of devices to engage the reader. assured and fluent structure.
<p>Band 2 “secure and effective” 8 – 13 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 1 “some control, some success” 1 – 7 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>0 marks</p>	<p>Nothing worthy of credit</p>

- 06** “Young people spend too much time indoors.”
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 “sophisticated and compelling” 20 – 25 Marks</p> <ul style="list-style-type: none"> communicates in a sophisticated way, fully engaging readers; discriminating selection of detail; sophisticated adaptation of form for purpose; creative/imaginative vocabulary choices; compelling personal voice. imaginatively structured with controlled and sophisticated paragraphing. sophisticated and controlled manipulation of a range of sentence structures, grammatically accurate. a high level of accuracy in spelling and punctuation; sophisticated punctuation used discerningly. 	<ul style="list-style-type: none"> demonstrates the ability to integrate a range of complex details. subtlety of purpose and ability to manipulate audience’s response.
<p>Band 3 “developed and assured ” 14 – 19 Marks</p> <ul style="list-style-type: none"> communicates engagingly, with creative selection of detail and developed ideas; ambitious vocabulary and phrasing; assured adaptation of form for purpose; sustains and manipulates the reader’s response. assuredly structured with fluent linking of paragraphs to sustain coherence. assured and ambitious use of a range of sentence structures, grammatically accurate. spelling is accurate; confidently uses punctuation for effect. 	<ul style="list-style-type: none"> selectively uses a range of devices to develop argument. anticipates and responds to potential audience response.
<p>Band 2 “secure and effective” 8 – 13 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 audience through direct address, structure, etc.
<p>Band 1 “some control, some success” 1 – 7 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. 	<ul style="list-style-type: none"> awareness of need to argue, with conscious selection of details.

<ul style="list-style-type: none"> • 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"> • may show more deliberate use of detail, vocabulary and sentence structure to engage the audience.
0 marks	Nothing worthy of credit