



## **AQA Certificates**

**English Language**

**8705/2F**

**(Specification 8705)**

**Paper 2: Source Based Reading and  
Directed/Associated Writing (Foundation)**

# **Specimen**

<b><i>Mark Scheme</i></b>
---------------------------

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

**Copyright**

AQA retains the copyright on all its publications. However, registered schools/colleges 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 schools/colleges 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 outline**  
**Section A**

**AO2 Reading: targeted objectives**

- 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** How are pictures used to help and interest the readers?

**(5 marks)**

*AO2iii Explain and evaluate how writers use 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. Reference to any aspect of illustration is acceptable.*

*Award 0 marks for nothing worthy of credit.*

**Award 1-2 marks** for answers which **describe** some or all of the pictures.

**Award 3-5 marks** for answers which, possibly in addition to description of features, **offer some explanation** of how the pictures are used e.g. to show your different things about the games; to help you find out more information about what's on in your area; to illustrate the different areas of information.

**Read Text B, an article about Usain Bolt an Olympic gold medal winner.**

**02** What impression do you get of Usain Bolt from reading this article?

**(4 marks)**

*AO2ii Develop and sustain interpretations of writers' ideas and perspectives.*

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

*Award 0 marks for nothing worthy of credit.*

**Award 1-2 marks** for answers which select/copy **literal detail** e.g. he was racing against history.

**Award 3-4 marks** for answers which, possibly as well as offering literal detail, **start to infer meaning** e.g. he seems very confident; he can be determined.

- 03** How does the writer use words to create a picture of Bolt in the title and in the last sentence?

**(4 marks)**

*AO2iii Explain and evaluate how writers use linguistic and grammatical 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 1-2 marks** for answers which make **simple statements/comments** on the title and the last line e.g. he compares him with lightening; he calls him insane which means he's mad.

**Award 3-4 marks** for answers which **comment on the effects** of the word choices e.g. he compares him with lightening to show just how fast a runner he is; he rhymes "insane" with "Usain" in a short sentence which makes it memorable and also makes us think there's something really different about him.

- 04** What do you learn about the ideas and beliefs which underpin the Olympic Games from reading these two texts?

**(7 marks)**

*AO2i Read and understand texts, selecting and utilising material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.*

*AO2ii Develop and sustain interpretations of writers' ideas and perspectives.*

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

*Award 0 marks for nothing worthy of credit.*

**Award 1-4 marks** for answers which **select literal details** and make **simple statements/comments** on them e.g. the flag has five rings to show the five major regions of the world; it tries to promote a peaceful society so that people will live in peace.

**Award 5-7 marks** for answers which, possibly as well as offering **literal detail**, start to **infer meaning** e.g. the five rings are interlocking to show how different regions of the world can work together and be united but separate; it believes that sport is a good way of getting people to live in peace with each other.

- 05** What evidence is given in these texts to show that the organisers of the London Olympics are concerned about appealing to a young audience?

**(7 marks)**

*A02i Read and understand texts, selecting and utilising material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.*

*A02ii Develop and sustain interpretations of writers' ideas and perspectives.*

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

*Award 0 marks for nothing worthy of credit.*

**Award 1-4 marks** for answers which **select literal details** and make **simple statements/comments** on them e.g. in the speech he says that he wants to reach young in Britain; Channel 4 is popular with young people.

**Award 5-7 marks** for answers which, possibly as well as offering literal detail, **start to infer meaning** e.g. in the speech he suggests that it is harder than ever to appeal to young people and that this has to be a priority; as Channel 4 is popular with young people, there is a greater chance of them watching the Games and becoming more interested in sport.

## **Mark Scheme outline**

### **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** Write the text for a leaflet for people who live in other countries. Your purpose is to advertise the London Olympic and Paralympic Games and explain why your readers might enjoy going to them. Use information from some of the texts in Section A and your own ideas. Do not set out your writing as a leaflet.

**(27 marks)**

<b>Generic Skills descriptors</b>	<b>Specific content</b>
<p>Band 4 “secure and effective” 21 – 27 marks</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• events and ideas coherently sequenced through effective paragraphing; clear links formed within and between paragraphs.</li> <li>• varied sentence structures to create different effects; grammatically secure and coherent.</li> <li>• spelling of commonly used complex words and plurals is accurate; securely uses a range of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• details and vocabulary are selected and organised to advertise and explain.</li> <li>• clear attempt to engage readers from other countries; likely to use persuasive techniques in writing.</li> </ul>
<p>Band 3 “some control, some success” 14 – 20 marks</p> <ul style="list-style-type: none"> <li>• communicates to the reader with some success and control; adapts form for purpose; some deliberate selection of vocabulary for effect.</li> <li>• ideas are deliberately sequenced with paragraphs marking a shift in focus.</li> <li>• varied sentence structures to convey ideas; general grammatical control.</li> <li>• some complex words and plurals spelt correctly; uses a range of punctuation with some success.</li> </ul>	<ul style="list-style-type: none"> <li>• awareness of need to advertise and explain, with deliberate selection of detail and vocabulary suited to purpose.</li> <li>• awareness of readers from other countries may be demonstrated through general content/direct address/specific explanation.</li> </ul>

<p>Band 2 “simple and straightforward” 7 – 13 marks</p> <ul style="list-style-type: none"> <li>communicates simply and clearly; some adaptation of form for purpose; attempts to interest the reader; simple appropriate vocabulary.</li> <li>ideas simply and logically sequenced with straightforward paragraphing.</li> <li>some variety and some control of sentence structures, including some that are complex.</li> <li>commonly used words and simple plurals spelt correctly; basic punctuation is mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>makes some linked points about the Olympic and/or Paralympic Games with some variety in reasons why someone might enjoy going to them.</li> <li>shows occasional awareness of a specific reader e.g. through occasional use of second person.</li> </ul>
<p>Band 1 “some attempt” 1 – 6 marks</p> <ul style="list-style-type: none"> <li>some attempt to communicate relevant meaning.</li> <li>some attempt to sequence ideas by segmentation into paragraphs.</li> <li>some attempt to organise ideas into sentences.</li> <li>some plausible spelling of simple words; some evidence of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>makes one or more direct reference to the Olympic and/or Paralympic Games with simple reason(s) why they might be enjoyable.</li> </ul>
<p><b>0 Marks</b></p>	<p><b>Nothing worthy of credit</b></p>

- 07** Write an article to be placed on a school or college website which is usually read by students, parents and teachers. Your purpose is to inform them about the London Olympic and Paralympic Games and persuade them that this is a good time to give more time to sport in your own school. Use information from some of the texts in Section A and your own ideas.

**(27 marks)**

Generic Skills descriptors	Specific content
<p>Band 4 “secure and effective” 21 – 27 marks</p> <ul style="list-style-type: none"> <li>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.</li> <li>events and ideas coherently sequenced through effective paragraphing; clear links formed within and between paragraphs.</li> <li>varied sentence structures to create different effects; grammatically secure and coherent.</li> <li>spelling of commonly used complex words and plurals is accurate; securely uses a range of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>details and vocabulary are selected and organised to inform and persuade.</li> <li>clear attempt to engage different readers.</li> </ul>
<p>Band 3 “some control, some success” 14 – 20 marks</p> <ul style="list-style-type: none"> <li>communicates to the reader with some success and control; adapts form for purpose; some deliberate selection of vocabulary for effect.</li> <li>ideas are deliberately sequenced with paragraphs marking a shift in focus.</li> <li>varied sentence structures to convey ideas; general grammatical control.</li> <li>some complex words and plurals spelt correctly; uses a range of punctuation with some success.</li> </ul>	<ul style="list-style-type: none"> <li>awareness of need to inform and persuade, with deliberate selection of detail and vocabulary suited to purpose.</li> <li>awareness of different readers may be demonstrated through general content/direct address/specific explanation.</li> </ul>
<p>Band 2 “simple and straightforward” 7 – 13 marks</p> <ul style="list-style-type: none"> <li>communicates simply and clearly; some adaptation of form for purpose; attempts to interest the reader; simple appropriate vocabulary.</li> <li>ideas simply and logically sequenced with straightforward paragraphing.</li> <li>some variety and some control of sentence structures, including some that are complex.</li> <li>commonly used words and simple plurals spelt correctly; basic punctuation is mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>makes some linked points about the Olympic and/or Paralympic Games with some variety in reasons to give more time to sport in school.</li> <li>shows occasional awareness of a specific reader.</li> </ul>



<p>Band 1 “some attempt” 1 – 6 marks</p> <ul style="list-style-type: none"> <li>• some attempt to communicate relevant meaning.</li> <li>• some attempt to sequence ideas by segmentation into paragraphs.</li> <li>• some attempt to organise ideas into sentences.</li> <li>• some plausible spelling of simple words; some evidence of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• makes one or more direct reference to the Olympic and/or Paralympic Games with simple reason(s) why sport is important.</li> </ul>
<b>0 Marks</b>	<b>Nothing worthy of credit</b>