

GCSE

English/English Language

ENG1F – Understanding and producing non-fiction texts

Mark scheme

4700/4705

June 2016

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events and is the scheme which will be used in this examination. The standardisation process 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. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Senior 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.

Further copies of this Mark Scheme are available from aqa.org.uk

Marking methods

In fairness to candidates, all examiners must use the same marking methods. The following advice may seem obvious, but all examiners must follow it as closely as possible.

1. If you have any doubt about how to allocate marks to an answer, consult your Team Leader.
2. Refer constantly to the mark scheme and standardising scripts throughout marking .
3. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
4. The key to good and fair marking is consistency.

Marking using CMI+

All English papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of a paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part/question. Each time you log on you will need to choose an item to mark.
2. Annotate items using the Related Parts Comments.
3. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one response to change the mark.
4. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
5. If your marking of a particular item is out of line, this will be picked up by the system and you will be stopped from marking. Your Team Leader will then contact you as soon as possible to explain where differences are occurring and how this can be addressed and they will then be able to restart you.

INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses these terms effectively to aid the clarity and precision of the argument.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work up through the descriptors to find the one which best fits
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

SECTION A: READING – Assessment Objectives

- i. Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- iii. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader, supporting their comments with detailed textual references.

SECTION B: WRITING – Assessment Objectives

- i. Communicate clearly, effectively and imaginatively, using forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader.
- ii. 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.
- iii. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

| Assessment Objective | Section A |
|--|---|
| English AO2(i) English Language AO3(i) | ✓ |
| English AO2(ii) English Language AO3(ii) | |
| English AO2(iii) English Language AO3 (iii) | ✓ |
| English AO2(iv) | |
| | Section B |
| English AO3(i) English Language AO4(i) | ✓ |
| English AO3(ii) English Language AO4(ii) | ✓ |
| English AO3(iii) English Language AO4(iii) | ✓ |
| | One third of the marks available for Section B are allocated to this Assessment Objective |

Read **Source 1**, the online article called, 'Why girls in India are still missing out on the education they need' and answer the questions below:

1 (a) List **four** things you learn about Meena from the article

[4 marks]

Give one mark to each of the following possible answers up to a maximum of 4:

Indicative Content:

- she lives in (south) Delhi
- she walks for an hour to get to school
- she didn't tell her parents she was being harassed by older boys
- she was banned from going back to school
- she is 16
- she wanted to work for the police or be a teacher
- her parents are looking for a husband for her

Or any other valid responses that you are able to verify from checking Source 1.
Identify correct answers with a tick icon or incorrect answers with a cross icon.

1 (b) What do you understand about the problems in government schools in India?

Remember to:

- show your understanding by using your own words
- support your ideas with the text.

[4 marks]

| | |
|--|---|
| AO2, i English AO3, i English Language | Skills |
| Mark Band 3 'clear' 'relevant' 4 marks | <ul style="list-style-type: none"> • clear evidence that the text is understood • clear engagement with the text and makes inferences • offers relevant and appropriate quotations to support what has been understood • makes clear statements on the problems in government schools |
| Mark Band 2 'some' 'attempts' 2-3 marks | <ul style="list-style-type: none"> • some evidence that the text is understood • attempts to engage with the text and makes an inference • offers a relevant quotation to support what has been understood • makes a statement on the problems in government schools |
| Mark Band 1 'limited' 1 mark | <ul style="list-style-type: none"> • limited evidence that the text is understood • simple engagement with the text • may offer limited quotation, textual detail or copying out • simple reference to the problems/ government schools |
| 0 marks | nothing worthy of credit |
| <p>Please mark using the Related Parts Comments labelling each identifiable skill. Provide a brief summation using the All/Some 1/2/3 comments Indicative Content Candidates' responses may include:</p> <ul style="list-style-type: none"> • There are lots of children in the classes, 'there are 70 pupils in a class at her school,' suggesting it is very difficult for the children to learn or have any individual attention. • The teachers are not very professional, 'the teachers often simply don't turn up.' which implies that the children are often left with no one to teach them or help them. • There are terrible toilets and drinking water, 'unsanitary conditions are common complaints,' which suggests the schools are not pleasant or safe, healthy places to be. • There are poor quality classrooms with not enough seats and desks, 'the little girls sit on the floor, books in their laps.' which must make learning very difficult and uncomfortable. • There are very poor opportunities for learning for disabled students, 'it's only for one day a week.' suggesting that those who need most help are often given the least help. | |

Now read **Source 2**, an extract from ‘I am Malala’ by Malala Yousafzai.

2 What do you understand about Malala’s last day at school?

Remember to:

- show your understanding by using your own words
- support your ideas with the text.

[8 marks]

| AO2, i English AO3, i English Language | Skills |
|---|---|
| Mark Band 3 ‘clear’ ‘relevant’ 7-8 marks | <ul style="list-style-type: none"> • clear evidence that the text is understood • clear engagement with the text and makes inferences • offers relevant and appropriate quotations to support what has been understood • makes clear statements about Malala’s last day at school |
| Mark Band 2 ‘some’ ‘attempts’ 4-6 marks | <ul style="list-style-type: none"> • some evidence that the text is understood • attempts to engage with the text and makes an inference • offers some relevant quotations to support what has been understood • makes some statements about Malala’s last day at school |
| Mark Band 1 ‘limited’ 1-3 marks | <ul style="list-style-type: none"> • limited evidence that the text is understood • simple engagement with the text • may offer limited textual detail, quotation or copying • simple reference to Malala/ last day at school |
| 0 marks | nothing worthy of credit |

Please mark using the Related Parts Comments labelling each identifiable skill.

Provide a brief summation using the All/Some 1/2/3 comments

Indicative Content

Candidates’ responses may include:

- The special assembly was disrupted, ‘it was hard to hear with the noise of helicopters overhead.’ suggesting a conflict was taking place in the area.
- The teacher tries to carry on as normal, ‘Madam Maryam announced it was the winter holidays.’ suggesting she is trying to protect the students from the reality of the situation.
- The teachers are still encouraging the students to learn, ‘some teachers still gave us homework.’ suggesting they are trying to help their students even if the school has to close.
- It’s a worrying day as they are unsure of the future, ‘Exams were due in March but how could they take place?’ implying the girls are anxious about their progress and how they would be able to carry on learning.
- It’s a sad day, ‘I looked back as if it were the last time I would ever be at school.’ suggesting how important school is to Malala and how upset she is.
- The girls clearly do not want to go, ‘We went to the primary school played cops and robbers.’ suggesting the girls wanted to recreate some of their happy playtimes.
- The girls stayed longer at school, ‘we stayed til three.’ showing us the girls really did not want to leave school that day.
- It was a stressful time, ‘an argument over something so silly ...’ implying the tension of the situation was also being felt by the children.
- It was a time when Malala and the girls felt passionately about their education, ‘When someone takes away your pens ...’, ‘I will get my education ...’ implying that the girls realised at a young age how important it was to be able to be educated.

Now read **Source 3**, a webpage for the charity, ‘Actionaid’.

3 How does the writer use **language features** for effect on the webpage?

Remember to:

- give some examples of language features
- explain the effects.

[12 marks]

| AO2 i, iii English AO3 i, iii English Language | Skills |
|--|--|
| Mark Band 3 ‘clear’ ‘relevant’ 9-12 marks | <ul style="list-style-type: none"> • clear evidence that the text is understood in relation to language features • developed comment on the effects of features of language • supports response with relevant quotations • focussed examples of language features |
| Mark Band 2 ‘some’ ‘attempts’ 5-8 marks | <ul style="list-style-type: none"> • some evidence that the text is understood in relation to language features • some comment on the effect of features of language • attempts to support response with usually relevant quotations • some examples of language features |
| Mark Band 1 ‘limited’ 1-4 marks | <ul style="list-style-type: none"> • limited evidence that the text is understood in relation to language feature(s) • simple generalised comment on the effect of feature(s) of language • simple support with textual detail/quotation • simple mention of language/language feature |
| 0 marks | nothing worthy of credit |

**Please mark using the Related Parts Comments labelling each identifiable skill.
Provide a brief summation using the All/Some 1/2/3 comments**

Indicative Content

Candidates’ responses may include:

- The webpage uses factual information, ‘When the Ugandan government ...’, ‘We’ve hired ten female teachers ...’ to give readers a precise picture of the work that is being done.
- Statistics are used, ‘67 million children’, ‘57% of them girls’ to highlight the scale of the problem the charity is addressing.
- Strong statements of opinion are used, ‘It is not.’, ‘Every child ... basic education.’ to hammer home the key message of the charity and its work.
- Naming is used, ‘Rani, 6,’ and ‘Palvati, 8,’ to help the reader see the children who are helped as individuals. The inclusion of their young ages adds an extra emotive effect.
- An imperative is used, ‘Sponsor a child today.’ to encourage action from the reader.
- Inclusive language is used to present the charity, ‘We’ve hired ..’, ‘we work ...’, ‘We help ...’ as a collective force for change and good.
- Listing is used to reinforce a clear message about education and how it is a responsibility for all adults to help, ‘... the state ... parents ... teachers...employers ...’
- A list of three is used to show readers the work of the charity, ‘We help fund ...we lobby ...we campaign ...’
- Emotive words and statements also add effect by showing the desperate consequences of children not being educated, ‘poverty’, ‘AIDS’, ‘temple shelters’, turning to begging’ ‘the poorest communities’.

Reward any clear examples found.

Reward any valid/sensible/thoughtful comments on effect.

4 Now look again at all three sources. Choose **two** of these sources and compare the ways they use **presentational features** for effect.

Remember to:

- write about the ways the sources are **presented**
- explain the **effect** of the presentational features
- compare the way they **look**.

I have chosen Source..... and Source..... .

[12 marks]

| | |
|--|--|
| AO2, i, iii English AO3, I, iii English Language | Skills |
| Mark Band 3 'clear' 'relevant' 9 - 12 marks | <ul style="list-style-type: none"> • clear evidence that the texts are understood in relation to presentational features • clear comparison of presentational features • developed comment on the effect of the presentational features in both texts • focussed examples of presentational features from both texts |
| Mark Band 2 'some' 'attempts' 5 - 8 marks | <ul style="list-style-type: none"> • some evidence that the texts are understood in relation to presentational features • attempts to compare presentational features • some comment on the effect of presentational features in both texts • some examples of presentational features |
| Mark Band 1 'limited' 1 - 4 marks | <ul style="list-style-type: none"> • limited evidence that the texts are understood in relation to presentational feature(s) • simple cross reference of presentational feature(s) • simple generalised comment on the effect of presentational feature(s) • simple mention of presentational feature(s) |
| 0 marks | nothing worthy of credit |

**Please mark using the Related Parts Comments labelling each identifiable skill.
Provide a brief summation using the All/Some 1/2/3 comments**

Indicative Content

- Source 1 shows us an image of a primary school classroom in India. The children seem to be sitting on colourful benches but they are squashed together and have no desks suggesting facilities are poor and the schools are overcrowded. No one is smiling or actively involved in doing anything and some of the children are looking directly at us perhaps to engage the reader directly with the difficult learning environment they are in.
- Source 2 has a picture of one girl/Malala on her own with a close up on her face. She too is looking directly at us, but by contrast to **Source 1** she looks confident and self-assured. She looks healthy and has a hint of a smile, suggesting she is happy.
- Source 3 consists of a number of smaller images. The main one shows a number of children who are working/carrying water. In contrast to **Source 1** they are not in a classroom and are barefoot

and wearing far more ragged clothes. Unlike the image on Source 2 they are not smiling and the picture suggests the work they are doing is hard with the large heavy pots on their head. Some are walking towards the camera and again engaging the reader directly, others are walking away from the camera. The majority of the children are female.

- The smaller images show girls working in a classroom, smiling, and clean and healthy looking like the girl in **Source 2**. Two are engaged in work, one is in uniform and raising her hand as if to join in a lesson. The effect is to show the outcome of the work the charity is doing to help children like the ones in the bigger image into school. There is another contrasting photo of 'Anita' again looking directly at us as if waiting for a place in school.
- Source 1 uses a direct headline in white text placed on a vibrant pink background. This links with the vibrant colours of the children's clothing in the photograph with the pink headscarves and the blues co-ordinating with the colour of the Guardian banner. The children do not have uniforms, but are clean and healthy looking – this contrasts with the dingy classroom environment in the background of the photo, which seems to be a poor learning environment.
- Source 2 also uses a white text on a vibrant pink background – Malala's clothing. The title of the book 'I am Malala' is a bold statement in bold capital letters and seems to assert the girl's identity confidently. The subheading supports this. The yellow lettering colour co-ordinates with the edge of her headscarf and makes another statement informing us about what Malala did.
- Source 3 uses a vibrant red for the banner and headings of the webpage, perhaps to symbolise the urgency and the need for 'action' that the charity Action Aid represents. The lettering on the banner, like the other sources, uses white font on the vibrant background and each section of the webpage uses red subheadings on the white to co-ordinate and, like Source 2, to draw the eye to bold statements such as 'Education for all' reinforcing the charity's message and aims.

- 5 Your school or college is putting together a School Memories Book for students to keep as a souvenir when they leave.

Write a **short piece** to be included in your School Memory Book **describing** a fun, happy or vivid memory from your time at school.

Remember to:

- write a **short piece** for the School Memory Book
- use language to **describe** .

Try to write approximately one page.

[16 marks]

| AO3, i, ii English AO3, i, ii English Language | Skills |
|---|--|
| <p>Mark Band 3 'clarity' 'success' 9-10 marks</p> | <p>Communication</p> <ul style="list-style-type: none"> • shows clarity of thought and communicates with success • engages the reader with more detailed description • clearly communicates the purpose • writes in a register which is clearly appropriate for audience • uses linguistic features appropriate to purpose • uses vocabulary effectively including discursive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • uses paragraphs effectively in the whole text • begins to use a variety of structural features |
| <p>Mark Band 2 'some' 'attempts' 5-8 marks</p> | <p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • engages the reader with some description • shows some awareness of the purpose • attempts to write in an appropriate register for audience • uses some linguistic features appropriate to purpose • attempts to vary vocabulary and use discursive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • uses paragraphs which may be tabloid and/or at times correctly placed • some evidence of structural features |
| <p>Mark Band 1 'limited' 1-4 marks</p> | <p>Communication</p> <ul style="list-style-type: none"> • communicates with limited success • reference to one or two ideas linked to task • limited awareness of the purpose • limited awareness of appropriate register for audience • simple use of linguistic feature(s) • uses simple vocabulary <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • random or no paragraphs • limited use of structural features |
| <p>0 marks</p> | <p>nothing worthy of credit</p> |

| AO3, iii, English AO3, iii English Language | Skills |
|---|---|
| Mark Band 3 5 - 6 marks | <ul style="list-style-type: none"> • uses sentence demarcation accurately and a range of punctuation with success • uses a variety of sentence forms to good effect • accurate spelling of more ambitious words • usually uses standard English appropriately with complex grammatical structures |
| Mark Band 2 3 - 4 marks | <ul style="list-style-type: none"> • uses sentence demarcation which is mainly accurate with some control of punctuation • attempts a variety of sentence forms • some accurate spelling of more complex words • sometimes uses standard English appropriately with some control of agreement |
| Mark Band 1 1 - 2 marks | <ul style="list-style-type: none"> • occasional use of sentence demarcation and punctuation • limited range of sentence forms • some accurate basic spelling • limited use of standard English with limited control of agreement |
| 0 marks | nothing worthy of credit |

- 6 Many people have opinions about what students should learn and do in our schools and colleges, but they rarely ask the students.

Write an **article** for a broadsheet newspaper **arguing** for the changes you would like to see in education for students of the future.

Remember to:

- write an **article**
- use language to **argue**.

Try to write approximately two pages.

[24 marks]

| AO3, i, ii English AO3, i, ii English Language | Skills |
|--|---|
| Mark Band 3 'clear' 'success' 13 - 16 marks | <p>Communication</p> <ul style="list-style-type: none"> • shows clarity of thought and communicates with success • engages the reader with more detailed argument • clearly communicates the purpose • writes in a register which is appropriate for audience • uses linguistic features appropriate to purpose • uses vocabulary effectively including discursive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • uses paragraphs effectively in the whole text • begins to use a variety of structural features |
| Mark Band 2 'some' 'attempts' 7 - 12 marks | <p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • engages the reader with some argument • shows some awareness of the purpose • an attempt to write in an appropriate register • uses some linguistic features appropriate to purpose • attempts to vary vocabulary and use discursive markers <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • uses paragraphs which may be tabloid and/or at times, correctly placed • some evidence of structural features |
| Mark Band 1 'limited' 1 - 6 marks | <p>Communication</p> <ul style="list-style-type: none"> • communicates with limited success • reference to one or two ideas, linked to task • limited awareness of the purpose • limited awareness of appropriate register for audience • simple attempt to use linguistic feature(s) • uses simple vocabulary <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • random or no paragraphs • limited use of structural features |
| 0 marks | nothing worthy of credit |

| AO3, iii, English AO3, iii, English Language | Skills |
|--|---|
| Mark Band 3 7 - 8 marks | <ul style="list-style-type: none"> • uses sentence demarcation accurately and a range of punctuation with success • uses a variety of sentence forms to good effect • accurate spelling of more ambitious words • usually uses standard English appropriately with complex grammatical structures |
| Mark band 2 4 - 6 marks | <ul style="list-style-type: none"> • uses sentence demarcation which is mainly accurate with some control of punctuation • attempts a variety of sentence forms • some accurate spelling of more complex words • sometimes uses standard English appropriately with some control of agreement |
| Mark band 1 1 - 3 marks | <ul style="list-style-type: none"> • occasional use of sentence demarcation and punctuation • limited range of sentence forms • some accurate basic spelling • limited use of standard English with limited control of agreement |
| 0 marks | nothing worthy of credit |