

GCSE

English/English Language

ENG1F – Understanding and producing non-fiction texts

Mark scheme

4700/4705

November 2015

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 associate 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, 'Teenager buys £600 worth of shopping for 4p and donates food to charity' and answer the questions below:

1 (a) List **four** things we learn about Jordan's shopping project.

[4 marks]

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

Indicative Content:

- it started on December 1st
- he collected 470 coupons
- he bought almost £600 worth of shopping for 4p
- the bill came to £572.16
- it saved 99.81 per cent of the cost of the goods
- the shopping was all donated to the charity Doorstep
- he was at the checkout for an hour
- he had 200 packets of biscuits and 60 packs of butter.

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 Jordan’s reasons for collecting coupons?

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 reasons
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 reasons
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 Jordan / the reasons
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:

- Jordan read about the problems people are facing and decided to do something about it, ‘I read an article ...don’t have any money.’ which implies he wanted to make use of his existing skills in coupon collecting.
- Jordan wanted to help other people shop in a different way through his coupon collecting, ‘to show that it’s possible to shop very cheaply’ which suggests he is setting an example for people to follow.
- Jordan was inspired to collect coupons to help his own family, ‘He began his obsession with coupons last year struggled to cope on her NHS admin assistant salary.’ suggesting Jordan took a practical approach to helping his mum when she had financial difficulties.
- By collecting coupons, Jordan saves large amounts of money on his family shopping bill, ‘He estimates to have saved more than £2,000 this year alone’, which suggests that coupon collecting can make a big impact on a family budget.
- Because the idea had worked well with his own family, he tried it on a bigger scale, ‘The Christmas shop was definitely the best experience of my life.’ which tells us that he was able to extend the number of people he was able to help through his coupon collecting.

Now read **Source 2**, ‘Hunger Hurts’, an extract from a blog by Jack Monroe.

2 What do you understand about the kinds of problems Jack Monroe faced when she lost her job?

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 the problems
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 the problems
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 Jack / the problems
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:

- Jack faced the problem of trying to find any kind of job, ‘for care work, shop work, factory work, minimum wage work,’ showing us she is desperate and willing to try or do anything.
- She also faced the problem of trying to feed both herself and her little boy, ‘I tell him I’m not hungry, but the rumblings of my stomach call me a liar.’ suggesting she often went without food herself to feed her son.
- A further problem was having to sell her belongings in order to have some money, ‘Questioning how much I need a microwave. How much I need a TV.’ implying she was having to make decisions about what she could keep in her home and what she could live without.
- Jack also had the problem of looking after a small child in these circumstances, ‘small boy needs a home.’ suggesting the fear of losing her home was a constant worry for her as a mother.

Now read **Source 3**, a charity leaflet from St Mungo’s Broadway.

3 How does the writer use **language features** for effect in the leaflet?

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 features • simple generalised comment on the effect of features 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:

- reference to the familiar address of the letter, ‘Dear Friend’ in its attempt to connect with the reader.
- the use of the alliteration, ‘cold concrete’ to highlight the harsh conditions faced by the homeless.
- the use of direct address, ‘your sleeping bag ... you might face’ to enable the reader to consider the experience for themselves.
- the use of the rhetorical question, ‘It sounds like ... , doesn’t it?’ again to create empathy and a sense of inclusivity with the reader.
- the use of statistics, ‘has doubled ...30% ... two years’ as factual evidence as to the increasing problems.
- the use of inclusive pronouns in reference to St Mungo’s, ‘we bring we desperately need’ to create the sense of a shared effort, an organisation working together.
- The use of listing, ‘towel, shampoo, soap’ to emphasise the basic needs of a homeless person and make the reader respond and reflect on how basic those needs are.

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**.

[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 has a bright red and cheerful banner heading with the title of the newspaper imposed in white lettering. The font for the newspaper has an older traditional feel to it, despite its online format. The whole effect seems rather welcoming and familiar and we notice this is not one of the big national newspapers represented here, but something smaller, more local or regional.
- By contrast the heading of the Jack Monroe blog (Source 2) looks very stylish and a modern, graphic design feel to it. The lettering is in crisp, slim capitals and is followed by a mini biography of who Jack Monroe is, again in small, clear stylish capitals. The whole effect is crisp, clean, professional and stylish. However, the heading of the blog post itself is much larger, bolder and has an immediate visual impact. It seems slightly at odds with all of the photos of food above it and immediately engages our interest.

- Rather than a heading, the charity letter (Source 3) is headed by a series of images, the logo and a noticeable textbox reminding us that Christmas is Coming. A handwritten section introduces us to Harvey and his dog.
- The images on Source 3 show Harvey and his dog in a colour photograph. Harvey is holding on to his dog and the two of them look like trusty companions. Harvey is warmly dressed and looks well-fed and happy, showing the impact of the work St Mungo's has been able to do for him, which we learn about in the letter. A second image is in black and white, which has a practical and no-nonsense, no-frills feel about it. It illustrates all of the basic essentials a person might need – clean clothes, stout shoes, toiletries and a towel, suggesting perhaps that it does not take much to keep a person warm, dry and clean. This is juxtaposed with the box asking for a donation and reminding us of Christmas. The practical essential items may not seem like a Christmas present to many, but they have the effect of reminding us of how basic things can make a big difference when we look at the picture of Harvey. This is reinforced by the image in the logo of the red house, again the warm, cheerful colour, pictured with its door wide open, giving the effect of a welcoming place offering shelter.
- By contrast Source 1 shows just one image of a teenage boy, with a cheeky grin, looking very pleased with himself, as he displays the three trolleys full of food he has collected. It's a fun picture, demonstrating his achievement and is set in a supermarket aisle. It looks very symmetrical and organised, yet also has a touch of humour. His trolleys are piled high with many essentials but we notice he has lots of each item and a great deal of squirty cream!
- The food in the photographs in the blog (Source 2) looks more stylised, yet is also made up of some of the basics. It is unusual that each of the three photos is divided again into three to show the range of recipes and type of recipes on the food blog. Two of the sections show Jack herself – they illustrate that Jack is female. She looks lively, and also a little cheeky, as she is licking the spoon after tasting the recipe. She too looks rather pleased with her achievements in the final photo as she is pictured against the bright red door, grinning widely in her apron.

5 Your school or college is hosting a Christmas Party for homeless people.

Write an **article** for your school or college magazine **informing** students all about the event and what they can do to help.

Remember to:

- write for an **article**
- use language to **inform**.

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 information • 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 information • 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 A conference is being held in your area called Local People Take Action.

Write a **speech** that you will deliver at the conference **persuading** people to take part in more community activities.

Remember to:

- write a **speech**
- use language to **persuade**.

Try to write approximately two pages.

[24 marks]

AO3, i, ii English AO3, i, ii English Language	Skills
<p>Mark Band 3 'clear' 'success' 13 - 16 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 persuasion • 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
<p>Mark Band 2 'some' 'attempts' 7 - 12 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • engages the reader with some persuasion • 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
<p>Mark Band 1 'limited' 1 - 6 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 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
<p>0 marks</p>	<p>nothing worthy of credit</p>

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