
GCSE

English/English Language

NENG1F

Understanding and producing non-fiction texts

Mark scheme

5700/5705

For Northern Ireland centres only

June 2015

Version: 1 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel which includes subject teachers. This mark scheme includes any amendments made at the standardisation events and is the mark scheme which was used by them 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.
5. The key to good and fair marking is consistency. Once approved, do not change your standard of marking.

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
- apply formative annotation to assist in making your judgement, highlighting where skills descriptors have been met
- 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
- apply summative annotation to justify your mark to the next reader.

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.
- ii. 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.

At least one third of the available credit is allocated to (iii).

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, 'Killer shark off Cornwall? It must be summer!' and answer the questions below.

1a List **four** things you learn about the shark reportedly seen in Cornwall. [4 marks]

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

Indicative Content:

- the shark was spotted off the coast of Cornwall
- the shark rammed a fishing boat
- the shark was spotted by a fisherman
- the shark has been identified as an Oceanic White Tip
- the shark is famed for feeding frenzies
- the shark is normally found in tropical waters
- the shark has never been seen this far north
- the shark has a distinctive mottled white tipped dorsal fin

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

1b What do you understand about people's reactions to the sighting of the shark?

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 people's reactions
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 people's reactions
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 people's reactions
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 fishermen are standing by their story, "the fishermen are adamant", which suggests they want to be believed, even though scientists don't agree.
- the experts don't think it was a shark, "already pouring cold water on the reports", suggesting they don't believe the story because it is unlikely to be true and there is no evidence to prove it.
- the Mayor's reaction is to calm people's fears, "to play down any threat", which suggests he doesn't want tourists to be scared and decide to stay away from the area.
- the harbourmaster thinks everyone is making a fuss, "people are...starting to panic", suggesting he is surprised by people's reactions to the shark sighting.
- the curator of the museum thinks it might be true, "If there was one out there...", which means he is open-minded to the possibility of it being a genuine shark sighting.

Now read **Source 2**, an extract from the autobiography 'Nice to Meet You' by singer Jessie J.

2 What do you understand about Jessie's family holidays from the extract+?

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 holidays
Mark Band 2 'some' 'attempts' 4 - 6marks	<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 holidays
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 the holidays/Jessie
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:

- they always visited the same places when they went Cornwall, "we'd always go ... to Land's End ...", which means they really got to know and love the places they visited in Cornwall.
- the journey to Cornwall was very long, "seven-hour car journeys being very cramped, walkmans fully charged", suggesting the journey was uncomfortable but part of the holiday experience.
- her dad would play games with Jessie and her sisters, "making us laugh until we couldn't breathe", which tells us how much fun they had as a family together.
- they played simple games, "we'd pretend a tree was a castle", suggesting that even though they didn't have lots of treats or expensive days out, they still had memorable, happy, family holidays.
- they sometimes went abroad on holiday too, "once every five years maybe", but Jessie doesn't write about Corfu and Majorca so it is the holidays in Cornwall she remembers with the happiest memories.

Now read **Source 3**, 'Going Coastal', an extract from a tourist information brochure 'Visit Cornwall 2013'.

3 How does the writer use **language features** in the extract?

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:

- listing of verbs: 'unzipping...breathing in...tripping...taking in', to build a sense of leisurely activity
- alliteration: 'stay in the surf', to emphasise the sound of the sea
- adjectives: 'Cornish...fresh...local...cherry' to make the food sound even more delicious and tempting
- assertion: 'Food tastes so much better cooked outside', to persuade reluctant people it is true
- imperative: 'Get a snorkel', to forcefully encourage visitors to take part in these activities
- personification: '[campsites] hanging off the coastline', to give a sense of adventure and closeness to the sea
- direct address: 'come on, you're on holiday!', to encourage readers to visit on holiday
- rule of three: 'seaweed, pebbles and driftwood' to emphasise the wealth of items to find on the beach
- onomatopoeia: 'unzipping', to create a vivid sense of emerging from a tent
- exaggeration: 'well and truly shrivelled', to create humour and a light hearted tone

Reward any clear examples found.

Reward any valid/sensible/thoughtful comments on effect.

- 4 Choose two of the sources and compare the ways that they use **presentational features** for effect.

Remember to:

- write about the way the way 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 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
<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</p> <p>Source 1:</p> <ul style="list-style-type: none"> • image: large, close up of the shark, moving towards the camera, looking threatening and shocking but not vicious; startling blue background to remind readers of the sea and summertime • caption: gives factual information about where shark was filmed • headline: uses rhetorical question to engage reader and opens with emotive words to shock; alliteration has the same effect of appealing to readers with harsh sound; humour expressed in irony of 2nd sentence • banner: title of newspaper in gothic font to establish credentials and trustworthiness; links to other parts of news website for easy navigation <p>Source 2:</p> <ul style="list-style-type: none"> • title: very informal and friendly, as if she is talking directly to the reader personally; almost childlike to reflect the content; creates an expectation about what she is going to say... 	

- images: large image of Jessie as a girl singing, showing her passion for music from an early age. Looks young and natural, compared to her adult image in the media. Smaller image is smiling, friendly and trustworthy. In a circle to look cheeky and different. She is up close and personal; creating a sense of intimacy with the reader and also giving her words more authority as if you can trust her
- colours: red is predominant, which might symbolise how Jessie wants to portray herself – suggests she is dramatic, glamorous, passionate, dangerous, exciting; contrasts with the usual white background, suggesting she wants to be different, stand out from the crowd
- background: red background has yellow spots of light like a disco ball to suggest a fun, party atmosphere
- layout: unusual layout, again to emphasise her quirky personality; images popping up in unexpected places and text in columns like newspaper or magazine, engaging perhaps with a more modern, funky reader more used to reading magazines than books. Quotation from text to highlight theme, in large, capitalised font to signify the importance of Cornwall.

Source 3:

- title: two different fonts are used, one capitalised and a blue colour to create a sense of nature and the sea; the other bright red and curly, as if handwritten, to present a more vibrant and modern contrast, like a burst of life and activity
- images: many different images, all using similar tones, depicting activities on the beach, suggesting ideas of things to do; people are anonymous, pictured from behind or parts of them so readers can imagine themselves doing the activities; weather is fine, food close-ups to look delicious; everyone is happy and relaxed; images scattered randomly, illustrating ideas from text, like a holiday scrapbook
- colours: lots of soft colours like green, grey and blue to establish the healthy, natural environment by the sea; also bright, vibrant colours to make the holiday seem appealing and pretty.
- Layout: text organised in chunks, to allow readers to read in any order; relaxed combination of images and text
- Headings: helping readers to orientate and find the info or inspiration they are looking for
- Weblink: engaging readers who wish to use technology, reminding them that although Cornwall is all about simple pleasures, they know all about technology.

- 5** Write a **leaflet** for parents, **informing** them about how primary school children might enjoy themselves in the summer holidays.

Remember to:

- write a **leaflet**
- 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/task • attempts to write in an appropriate register for audience • uses some linguistic features appropriate to purpose/task • 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
0 marks	nothing worthy of credit

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** Your school or college is considering reducing the length of the summer holidays to just two weeks.

Write a **letter** to your Head Teacher **arguing** your point of view about this idea.

Remember to:

- write a **letter**
- 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	Communication <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 clearly • writes in a register which is clearly appropriate for audience • uses linguistic features appropriate to purpose • uses vocabulary effectively including discursive markers Organisation of Ideas <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	Communication <ul style="list-style-type: none"> • communicates ideas with some success • engages the reader with some argument • 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 Organisation of Ideas <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	Communication <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 Organisation of Ideas <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