

GCSE

# English/English Language

NENG1F – Understanding and producing non-fiction texts

Mark scheme

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Version 1.0: Final

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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](http://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.

<b>Assessment Objective</b>	<b>Section A</b>
English AO2(i) English Language AO3(i)	✓
English AO2(ii) English Language AO3(ii)	
English AO2(iii) English Language AO3 (iii)	✓
English AO2(iv)	
	<b>Section B</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, 'Snowboarder Aimee Fuller on Belfast and the Northern Irish coast' and answer the questions below:

**1 (a)** List **four** things we learn about Aimee Fuller.

[4 marks]

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

Indicative Content:

- She is a snowboarder
- She moved to Belfast when she was 16
- She feels at home in Belfast
- She loves flying in to Belfast
- She likes running up Cave Hill
- She goes to the Avoca café for breakfast
- She saw the Red Hot Chili Peppers play at the Ulster Hall
- She goes to Portrush to surf
- Her favourite beach is a secret

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 benefits of living in Northern Ireland from the article?

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"> <li>• clear evidence that the text is understood</li> <li>• clear engagement with the text and makes inferences</li> <li>• offers relevant and appropriate quotations to support what has been understood</li> <li>• makes clear statements on the benefits</li> </ul>
Mark Band 2 'some' 'attempts' 2-3 marks	<ul style="list-style-type: none"> <li>• some evidence that the text is understood</li> <li>• attempts to engage with the text and makes an inference</li> <li>• offers a relevant quotation to support what has been understood</li> <li>• makes a statement on the benefits</li> </ul>
Mark Band 1 'limited' 1 mark	<ul style="list-style-type: none"> <li>• limited evidence that the text is understood</li> <li>• simple engagement with the text</li> <li>• may offer limited quotation, textual detail or copying out</li> <li>• simple reference to the benefits</li> </ul>
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:

- It is small, 'you can see where all your friends live' which makes it feel like a friendly, homely place.
- The Titanic was built there, 'one of Ireland's most popular attractions' which makes people feel proud to live there.
- There is a lot of countryside, 'surrounded by sea, farms and fields' which makes it a very natural, peaceful place to live.
- There are lots of local foods available, 'the place to go for Northern Irish fish, meat and cheese' which makes it an environmentally friendly and healthy place.
- It has good music venues like the Ulster hall which is 'good-looking but tiny' so you get a close-up experience of big bands.
- There are many opportunities for outdoor sports, 'The cycling around Belfast is amazing' which provides a healthy lifestyle and the chance to try different activities.

Now read **Source 2**, ‘Chickens’, an extract from Jimmy Doherty’s cookery book ‘A Taste of the Country.’

**2** What do you understand about Jimmy’s experience of keeping chickens 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"> <li>• clear evidence that the text is understood</li> <li>• clear engagement with the text and makes inferences</li> <li>• offers relevant and appropriate quotations to support what has been understood</li> <li>• makes clear statements about Jimmy’s experience</li> </ul>
Mark Band 2 ‘some’ ‘attempts’ 4-6 marks	<ul style="list-style-type: none"> <li>• some evidence that the text is understood</li> <li>• attempts to engage with the text and makes an inference</li> <li>• offers some relevant quotations to support what has been understood</li> <li>• makes some statements about Jimmy’s experience</li> </ul>
Mark Band 1 ‘limited’ 1-3 marks	<ul style="list-style-type: none"> <li>• limited evidence that the text is understood</li> <li>• simple engagement with the text</li> <li>• may offer limited textual detail, quotation or copying</li> <li>• simple reference to Jimmy’s experience</li> </ul>
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:

- He began keeping chickens when he was a schoolboy, ‘I had just turned thirteen when I began...’ which shows his experience is longstanding and his interest is genuine.
- He kept chickens in his garden, ‘I used to let my hens free-range all over the garden’ which shows that he didn’t let the fact that he lived in an ordinary house stop him developing an interest in farming.
- He used to collect and cook the eggs, ‘I’ll never forget... the feeling of a freshly laid warm egg,’ demonstrating that the experience was one he loved and treasured.
- His parents let him use the garden shed to keep chickens in, ‘building a small run round a shed that my folks didn’t need’ showing that his parents supported his interest in chickens.
- He learnt about the benefits of keeping chickens, ‘a real kick and satisfaction that money can’t buy’ which shows how keeping chickens is a useful hobby and worth more than money.
- He believes that once you start keeping chickens, you will want to carry on, ‘you will soon be under their spell,’ which suggests that keeping chickens is almost addictive.

Now read **Source 3**, a webpage called ‘My Little Kitchen Cookery School’.

**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"> <li>• clear evidence that the text is understood in relation to language features</li> <li>• developed comment on the effects of features of language</li> <li>• supports response with relevant quotations</li> <li>• focussed examples of language features</li> </ul>
Mark Band 2 ‘some’ ‘attempts’ 5-8 marks	<ul style="list-style-type: none"> <li>• some evidence that the text is understood in relation to language features</li> <li>• some comment on the effect of features of language</li> <li>• attempts to support response with usually relevant quotations</li> <li>• some examples of language features</li> </ul>
Mark Band 1 ‘limited’ 1-4 marks	<ul style="list-style-type: none"> <li>• limited evidence that the text is understood in relation to language features</li> <li>• simple generalised comment on the effect of features of language</li> <li>• simple support with textual detail/quotation</li> <li>• simple mention of language/language feature</li> </ul>
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:

- adjectives: ‘beautiful’, ‘tranquil’, ‘idyllic’, to describe the setting as somewhere worth visiting
- list of three: ‘chop, cook, create’, to link verbs and define precisely what the cookery school is offering
- repetition: ‘If you love food, then you’ll love...’ to persuade food-lovers that this course is for them
- alliteration: ‘contemporary cookery classes,’ by linking these key words together, to emphasise how modern their approach to cookery is and to reinforce what the website is promoting
- imperative verbs: ‘Benefit from...’ to persuade the reader in a more forceful and direct way to take advantage of the cookery school, by using the command form of the verb
- direct address: ‘We look forward to seeing you,’ the personal pronouns create a relationship or bond with the reader to persuade them in a friendly, personal way to come along
- rhetorical question: ‘Where do I start?!’ sounds informal and chatty, therefore more believable for the reader, to suggest there were too many good things about the experience to mention them all
- exclamations: ‘I can’t wait until next time!!!’ sounds genuinely excited, to encourage others to try it too
- dialect: ‘A good night’s craic,’ an authentic word to emphasise the ‘Irishness’ and appeal to local people

**Reward any clear examples found.**

**Reward any valid/sensible/thoughtful comments on effect.**

- 4 Now look again at all three sources. Choose **two** of the sources and compare the ways that 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"> <li>• clear evidence that the texts are understood in relation to presentational features</li> <li>• clear comparison of presentational features</li> <li>• developed comment on the effect of the presentational features in <b>both</b> texts</li> <li>• focussed examples of presentational features from <b>both</b> texts</li> </ul>
Mark Band 2 'some' 'attempts' 5 - 8 marks	<ul style="list-style-type: none"> <li>• some evidence that the texts are understood in relation to presentational features</li> <li>• attempts to compare presentational features</li> <li>• some comment on the effect of presentational features in <b>both</b> texts</li> <li>• some examples of presentational features</li> </ul>
Mark Band 1 'limited' 1 - 4 marks	<ul style="list-style-type: none"> <li>• limited evidence that the texts are understood in relation to presentational feature(s)</li> <li>• simple cross reference of presentational feature(s)</li> <li>• simple generalised comment on the effect of presentational feature(s)</li> <li>• simple mention of presentational feature(s)</li> </ul>
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:

- Banner: title of newspaper is modern and blue to establish its contemporary approach to news; there are links to other parts of news website for easy navigation. The tabs 'Travel /The Way I See It' give the reader a hint that this will be a personal or subjective view rather than an impartial article.
- Headline: summarises the focus of the article in brief to give readers a synopsis before they begin; gives additional information re Aimee Fuller's occupation, in case readers don't know who she is.
- Image: focus is on Aimee, lit up against a darkening sky at sunset; looks dramatic and impressive to attract readers' attention; dark mountains create a contrast with the snowy landscape you might expect for a snowboarder. She is dressed for snow, reinforcing her sporting interest. Her board has vivid colours and modern patterns to emphasise how young and cool she is, again to attract readers. Landscape looks remote and romantic, like an exciting tourist destination.
- Text layout: text is divided into easy-to-read chunks to make it accessible for all readers, regardless of age. Each chunk of text is a paragraph dealing with a different aspect of the attractions of Northern Ireland, allowing readers to skip sections if they choose. However, they

are not randomly structured; they follow a logical progression from Belfast out to the coast.

- Font: the first few words of each paragraph are in bold to emphasise what aspect they cover, so readers can select which topics they are most interested in.

#### Source 2:

- Heading: one word heading to introduce the topic, without any background info, to entice the reader to find out what the writer has to say on this slightly humorous subject.
- Book title: Written in a swirling, handwritten font to look natural and personal, as if this comes directly from the writer himself. It creates a sense of intimacy and traditional values, from before the digital age, which creates the sense that the recipes will be tried, tested and traditional too.
- Author's name: written in solid, grey capitals to give the impression of reliability and good sense, as if to suggest these recipes will be successful and genuine.
- Colours: the grey and brown fonts are natural and sensible colours, reinforcing the solid foundations on which the book is based. The brown, earthy coloured font is echoed in Jimmy's shirt, which has the same connotations. The remaining colours are soft and neutral, like the stove, to look natural.
- Image: The focus is Jimmy himself, looking cheerful and relaxed, wearing jeans to look informal, creating the impression that the reader can trust him because he is not dressed up artificially. He is leaning on a tea towel to look like he has just used it, to reinforce the idea that he actually likes cooking and therefore the authenticity of his writing. Behind him are kitchen accessories and an old-fashioned country stove to promote the idea of these being traditional country recipes. The whisks and ladles are hung up, neat and shining, showing that Jimmy's kitchen is an organised place. Beside him is a roast chicken, which is another positive of keeping chickens. It looks delicious and appealing.

#### Source 3

- Logo: hand-drawn image of a chef's hat, in gold, with the hint of a heart-shape, giving the impression of a creative company, in a business related to catering and designed to appeal to food-lovers.
- Company title: sounds intimate and cosy, a home-from-home, a place where clients will feel comfortable and relaxed. 'My Little Kitchen' sounds accessible, almost childlike, not intimidating or overwhelming, so clients will feel more likely to book a course.
- Heading: larger font to draw attention and summarise in three words what the company is promoting. The commas are effective in separating the words and slowing down the pace of the reader to absorb their meaning, reflecting the slowing down and appreciation of the cooking process.
- Images: first image is a landscape, showing an attractive view of Lough Foyle, stretched across the page to look expansive. Makes the location of the school appear unspoilt and rural. The image at sunrise (or sunset) uses soft, natural shades of yellow and grey which suggest the cooking experience will be like the sun breaking through the clouds, offering hope to people worried about their cooking. Second image is of the kitchen itself which looks very modern with stainless steel appliances. It looks clean, hygienic and organised. Third image of chef with couple watching intently as he skilfully prepares food. Looks like a calm, relaxed and unthreatening environment, with fresh ingredients laid out to look appealing.
- Graphics: visual reminders to help the reader find the information they need on the webpage.

**5** Write a short **script** for a local radio broadcast **describing** your favourite place to eat.

Remember to:

- write a **script** for a radio broadcast
- use language to **describe**.

Try to write approximately one page.

[16 marks]

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

- 6 A TV chef has written in a magazine article: ‘Young people need to learn about food, and school is where they should be taught.’

Write a **letter** in reply **arguing** your point of view about this statement.

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
<p>Mark Band 3 ‘clear’ ‘success’ 13 - 16 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• shows clarity of thought and communicates with success</li> <li>• engages the reader with more detailed argument</li> <li>• clearly communicates the purpose</li> <li>• writes in a register which is appropriate for audience</li> <li>• uses linguistic features appropriate to purpose</li> <li>• uses vocabulary effectively including discursive markers</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• uses paragraphs effectively in the whole text</li> <li>• begins to use a variety of structural features</li> </ul>
<p>Mark Band 2 ‘some’ ‘attempts’ 7 - 12 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates ideas with some success</li> <li>• engages the reader with some argument</li> <li>• shows some awareness of the purpose</li> <li>• an attempt to write in an appropriate register</li> <li>• uses some linguistic features appropriate to purpose</li> <li>• attempts to vary vocabulary and use discursive markers</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• uses paragraphs which may be tabloid and/or at times, correctly placed</li> <li>• some evidence of structural features</li> </ul>
<p>Mark Band 1 ‘limited’ 1 - 6 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates with limited success</li> <li>• reference to one or two ideas, linked to task</li> <li>• limited awareness of the purpose</li> <li>• limited awareness of appropriate register for audience</li> <li>• simple attempt to use linguistic feature(s)</li> <li>• uses simple vocabulary</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• random or no paragraphs</li> <li>• limited use of structural features</li> </ul>
<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"> <li>• uses sentence demarcation accurately and a range of punctuation with success</li> <li>• uses a variety of sentence forms to good effect</li> <li>• accurate spelling of more ambitious words</li> <li>• usually uses standard English appropriately with complex grammatical structures</li> </ul>
Mark band 2 4 - 6 marks	<ul style="list-style-type: none"> <li>• uses sentence demarcation which is mainly accurate with some control of punctuation</li> <li>• attempts a variety of sentence forms</li> <li>• some accurate spelling of more complex words</li> <li>• sometimes uses standard English appropriately with some control of agreement</li> </ul>
Mark band 1 1 - 3 marks	<ul style="list-style-type: none"> <li>• occasional use of sentence demarcation and punctuation</li> <li>• limited range of sentence forms</li> <li>• some accurate basic spelling</li> <li>• limited use of standard English with limited control of agreement</li> </ul>
0 marks	nothing worthy of credit