



**General Certificate of Secondary Education**

**English/  
English Language**

**Unit 1 F Tier**

**Understanding and producing non-fiction texts**

**Mark Scheme**

*2011 examination - January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made during the standardisation process and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal 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.

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## 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 down 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.

**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 webpage article called *Jamie Oliver's school dinners shown to have improved academic results* and answer the questions below.

- 1 List four things you learn about healthier school dinners in Greenwich. (4 marks)

Give one mark to each of the following possible answers (or other sensible and valid selections of information from the article) up to a maximum of 4.

Indicative Content

Research showed that healthier school dinners:

- improved test results
- cut the number of days children were off sick
- more pupils did well in English and Science
- authorised absences fell by 15%
- 4.5% more students achieved a level 4 in their English Sats at KS2
- 6% more students achieved a level 5 in Science

Additionally

- Children with asthma were seen to use their inhalers less often
- Children seemed calmer and more able to learn
- Poorer pupils did not seem to benefit

- 2 What was Jamie Oliver's reaction to the research about his school dinners?

(4 marks)

AO2i English AO3i 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 quotation</li> <li>• makes developed reference to Jamie Oliver's reactions</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 make inference</li> <li>• offers some relevant quotation to support what has been understood</li> <li>• makes some reference to Jamie Oliver's reactions</li> </ul>
Mark Band 1 'limited' 1 mark	<ul style="list-style-type: none"> <li>• limited evidence that the text is understood</li> <li>• limited engagement with the text</li> <li>• may offer limited quotation, textual detail or copying out</li> <li>• limited reference to Jamie Oliver's reaction</li> </ul>
0 marks	nothing to reward

Indicative Content

Candidates' responses may include:

- Jamie Oliver is pleased by the research findings, describing them as “fantastic”.
- He is also pleased that a serious study has been done on the effects of the campaign
- Oliver is glad to see the positive results because it shows that his ideas ‘were right all along’. They back up his campaign.
- He adds his own findings to the research suggesting he noticed improvements such as the way children used their inhalers less, were calmer in the classroom and more able to learn. He takes the opportunity to reinforce the message.
- He sees the research as giving more evidence that the campaign needs to continue and speed up across the country
- He tells us that it shows more training is needed for dinner ladies, more improvements need to be done in school kitchens and dinner halls and that children and parents still need educating about healthier meals

Now read Source 2, the webpage *Sponsor a girl today* and answer the question below.

3 What reasons are given to persuade the reader to sponsor a girl?

(8 marks)

AO2i English AO3i English Language	Skills
Mark Band 3 'clear' 'relevant' 6-8 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 quotation</li> <li>• makes developed reference to reasons</li> </ul>
Mark Band 2 'some' 'attempts' 3-5 marks	<ul style="list-style-type: none"> <li>• some evidence that the text is understood</li> <li>• attempts to engage with the text and make inference</li> <li>• offers some relevant quotation to support what has been understood</li> <li>• makes some reference to reasons</li> </ul>
Mark Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> <li>• limited evidence that the text is understood</li> <li>• limited engagement with text</li> <li>• may offer limited textual detail, quotation or copying</li> <li>• limited reference to reasons</li> </ul>
0 Marks	Nothing worthy of credit
<p>Indicative Content</p> <p>Candidates' responses may include:</p> <ul style="list-style-type: none"> <li>• no girl deserves to be ignored</li> <li>• girls deserve access to a decent education</li> <li>• to help stop discrimination against girls</li> <li>• to stop girls potential going to waste</li> <li>• to give girls a voice</li> <li>• to help girls escape from poverty and have a better future</li> <li>• to help girls communities with projects like building schools, training healthcare workers, providing clean water</li> <li>• to give the reader a personal connection to aid a girl's development</li> <li>• the reader may write to their sponsored girl and take an interest in her life which may boost her confidence and self-esteem</li> </ul>	

Now read **Source 3**, an extract from an advice leaflet called *Getting on with your Teenager* and answer the question below.

**4** How does the writer use language:

- to inform the reader about teenagers and
- to advise parents and carers?

(12 marks)

AO2i, iii English AO3i, 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 language features</li> <li>• shows clear analysis of the effect of words and phrases to inform and advise</li> <li>• shows a clear focus on language which informs and advises</li> <li>• offers relevant and appropriate quotations/ examples to support ideas</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 language features</li> <li>• some comment on the effects of words and phrases to inform and advise</li> <li>• attempts to focus on language which informs and advises</li> <li>• attempts to support response with usually appropriate examples</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 comment on the effect of words and phrases to inform and or/ advise</li> <li>• simple reference/ mention of language which informs and advises</li> <li>• limited support with quotation or textual detail</li> </ul>
0 Marks	Nothing worthy of credit

#### Indicative Content

Candidates' responses may include:

- the leaflet makes statements; 'It is not always fun being a teenager.. living with one'
- use of words stereotypically connected with teenagers: 'selfish', 'thoughtless', 'confusing'
- use of facts to inform the reader such as the points about changes in the brain and emotions
- the leaflet informs the reader using simple, easy to understand language, not technical terms: 'trying to work out who they are', 'silly or bad behaviour'
- use of abstract nouns to inform us about the relationship with teenagers: 'patience', 'rudeness', 'anger', 'praise'
- the leaflet uses a question 'what's going on'? and gives answers in the 'How You Can Help' section
- the leaflet addresses the reader directly
- use of imperatives/command sentences to offer advice, 'Praise....', 'Listen....'
- it uses colloquial or chatty terms to get the reader on side and show understanding 'rather than nag 'don't be fooled'
- the leaflet uses lots of positive vocabulary to advise: 'praise' 'fair' 'reasonable' 'freedom' 'kind word' 'good times'
- repetition of the verbs 'want' and 'need'



- 5 Now look again at all three sources. Choose **two** of these sources and compare the **presentational** features. (12 marks)

AO2i, iii English AO3i, 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 analysis of the effect of the presentational features in both texts</li> <li>• relevant and appropriate examples to support ideas</li> <li>• clear comparison and/or cross reference showing how presentation different between the two 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>• some comment on the effect of presentational features in both texts</li> <li>• attempts to support response with usually appropriate examples</li> <li>• some comparison and/or cross reference</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 features</li> <li>• simple comment on the effect of presentational features</li> <li>• few examples</li> <li>• simple comparison and/or cross reference</li> </ul>
0 Marks	Nothing to reward
<p>The following presentational devices are worthy of comment in each text. Reward any clear examples found. Reward any valid/useful/thoughtful comments on effect. Reward any obvious/valid/interesting comparisons made by students between their chosen texts.</p> <p>Indicative content</p> <p>In Source 1: '<i>Jamie Oliver's school dinners...academic results</i>'</p> <ul style="list-style-type: none"> <li>• the use of the guardian.co.uk logo highlights that this is an online news article</li> <li>• the list of the topics on the top band provide a menu and show which subject the article links to, acting like an index. They are printed in different colours for ease of recognition. The topics perhaps appear to an order of popularity e.g. News, Sport, Comment...</li> <li>• the headline to the article is a statement sentence and is presented in bold type but is still relatively small. It is in lower case except for the capitals on Oliver's name. It is there to provide a summary statement of the article rather than to act as an attention-grabbing headline</li> <li>• the opening paragraph is wrapped around the photograph linking the picture to the text</li> <li>• after the opening paragraph, the other paragraphs are short and allow for plenty of white space making it less dense and easy for the reader to take on board the key information</li> <li>• there is a colour photograph of the celebrity chef Jamie Oliver – It has no caption which implies that we are likely to know who he is. He is pictured with primary school age children, who all look happy and healthy. They are in a supermarket in the fruit and vegetable aisle, holding apples. This seems to reinforce the healthy eating message and links to the idea of Jamie Oliver working with primary schools on the issue of healthy eating</li> </ul>	

### In Source 2: *Sponsor a girl today*

- The use of logo – simple and childlike
- The text of the top-band is white on black, with the key messages in larger font – like a light in the darkness
- The use of the stereotypical pink – but... applied as if in brushstrokes like a child's painting
- The use of the photograph of a very young girl staring straight at the camera and therefore the reader. She looks as if she is appealing to us and possibly vulnerable.
- The use of blue for the text in the information boxes links to logo and size changes to accentuate the headings
- the use of white space to make the sections/paragraphs easy on the eye
- The text box for 'What you change' is bigger than the one for 'what you'll receive' highlighting the importance of the change you can make
- The use of interesting bullet points: like paint splodges/childlike drawings of the letter, the magazine and the stick people, again reinforcing the theme of the child
- The smaller photograph showing children learning and looking happy and healthy
- The website features: labelled buttons to links and the video screen with the play arrow suggesting more information is available

### In Source 3: *Getting on with your Teenager*

- The logo is shaped like a parent and child holding hands and creates the effect of a heart shape perhaps representing happy families
- The top band in black with white lettering perhaps suggest this is part of the leaflet as it gives the age 11+ in a contrasting box
- The heading is simple and straightforward and presented in a larger bold font for clarity
- The first page uses tabloid paragraphs with key words and phrases highlighted for the reader in bold to make them recognisable and memorable
- The cartoon on the first page uses humour – the frazzled parents and the daughter sporting her 'I love me' tattoo is contrasted with the second smaller carton where the parents are presented as the rebels
- The leaflet highlights what a teenager wants and needs by using different designs in circles
- The emboldened question 'What's going on?' is developed further in a similarly emboldened style, though smaller
- The advice is presented in bullet points like a quick checklist of reminders, again with key words and phrases in bold

- 6 Write a letter to your headteacher explaining how to improve your school or college.  
(16 marks)

English AO3 i, ii English Language AO4i, ii	Skills
<p>Mark Band 3 8-10 marks</p> <p>'clear' 'successful'</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 explanations</li> <li>• clearly communicates the purpose of writing the letter</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 e.g. 'furthermore...', 'another point to make...'</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• employs paragraphs effectively in the whole text</li> <li>• uses a variety of structural features e.g. different paragraph lengths, convention of letter format, indented sections if appropriate</li> </ul>
<p>Mark Band 2 5-7 marks</p> <p>'some attempts'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates ideas with some success</li> <li>• engages the reader by presenting some explanation</li> <li>• shows awareness of the purpose of writing the letter</li> <li>• attempts to write in a register which is appropriate 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, e.g. conventions of letter format</li> </ul>
<p>Mark Band 1 1-4 marks</p> <p>'limited'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates with limited success</li> <li>• reference to one or two relevant ideas</li> <li>• limited awareness of the purpose of writing the letter</li> <li>• register may vary between formal and colloquial</li> <li>• limited attempt to use linguistic features</li> <li>• limited vocabulary</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• random/no paragraphs</li> <li>• limited use of structural features, e.g. 'Dear Head Teacher'</li> </ul>
<p>0 Marks</p>	<p>Nothing to reward</p>

## Indicative content

Candidates' letters should be organised and focused where able. They should be relatively succinct and focus on the task and purpose, explaining rather than complaining, reflecting the available 16 marks and the recommended shorter time.

Candidates may include some of the following attributes in their letter:

- show understanding that they are addressing their headteacher by use of an appropriate tone or means of address
- explain the purpose of their letter clearly
- offer a number of suggestions for improving the school-accept realistic answers and 'dream school' answers
- explain the key changes they would like to see rather than list them – again accept realistic and 'dream school' suggestions
- offer valid reasons for making the improvements and perhaps develop their ideas
- attempt explanatory language and markers, 'It would really improve things if....', 'Because of the number of students we have, my idea would be...'
- conclude in a rounded way perhaps using the conventions of formal letters

AO3 iii English AO4 iii English Language	Skills
Mark Band 3 5-6 marks 'clear' 'success'	<ul style="list-style-type: none"> <li>• uses complex grammatical structures and a range of punctuation with success</li> <li>• uses sentence demarcation accurately</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</li> </ul>
Mark Band 2 3-4 marks 'some' 'attempts'	<ul style="list-style-type: none"> <li>• some control of agreement, punctuation and sentence construction</li> <li>• uses sentence demarcation which is mainly accurate</li> <li>• uses a variety of sentence forms</li> <li>• some accurate spelling of more complex words</li> <li>• sometimes uses standard English appropriately</li> </ul>
Mark Band 1 1-2 marks 'limited'	<ul style="list-style-type: none"> <li>• limited control of agreement, punctuation and sentence construction</li> <li>• limited use of sentence demarcation</li> <li>• limited range of sentence forms</li> <li>• some accurate spelling of words in common use</li> <li>• limited use of standard English</li> </ul>
0 marks	Nothing worthy of credit

- 7 Write the text for a leaflet to persuade young people in your area to take part in a sponsored event for charity. (24 marks)

English AO3 i, ii English Language AO4i, ii	Skills
Mark Band 3  11-16 marks  'clear' 'success'	<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 persuasive ideas</li> <li>• clearly communicates the purpose of writing the leaflet</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 e.g. 'Furthermore', 'Alternatively'</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>• uses a variety of structural features e.g. different paragraph lengths, sub-sections, indented sections if appropriate</li> </ul>
Mark Band 2  5-10 marks  'some'	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates ideas with some success</li> <li>• engages the reader with some persuasive ideas</li> <li>• shows some awareness of the purpose of the writing the leaflet</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, e.g. short paragraphs, sub-sections if appropriate</li> </ul>
Mark Band 1  1-4 marks  'limited'	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates with limited success</li> <li>• makes reference to one or two relevant ideas</li> <li>• limited awareness of the purpose of writing the leaflet</li> <li>• register may vary between formal and colloquial</li> <li>• limited attempt to use linguistic features</li> <li>• limited vocabulary</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• random/no paragraphs</li> <li>• limited use of structural features e.g. simple heading</li> </ul>
0 marks	Nothing to reward

<p>Indicative content</p> <p>Candidates' leaflets should be interesting and developed where able, showing evidence of thoughtful and considered ideas in terms of both the charity and the event. They should aim to perhaps use presentational devices and have a 'feel' of a leaflet, using recognised persuasive language and reflecting the available 24 marks</p> <p>Candidates may include some of the following attributes in their leaflet:</p> <ul style="list-style-type: none"> <li>• may show understanding of the nature of sponsorship and a chosen charity – use of reading materials may be evident</li> <li>• offer some information about chosen charity and event and describe how to be involved</li> <li>• shows awareness of the specified nature of the audience perhaps though lively, contemporary language choices</li> <li>• persuade the reader to join the event using simple rhetorical techniques and phrases – again perhaps gleaned from the reading materials</li> <li>• evoke reader sympathy by perhaps offering an emotive plea with regards to the charity</li> <li>• use recognisable presentational devices to help organise the leaflet and its different sections – again perhaps gleaned from the exemplar devices in the Reading texts</li> <li>• conclude in a rounded and persuasive way</li> </ul>	
AO3 iii English AO4 iii English Language	Skills
Mark Band 3 6-8 marks 'clear' 'success'	<ul style="list-style-type: none"> <li>• uses complex grammatical structures and a range of punctuation with success</li> <li>• uses sentence demarcation accurately</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</li> </ul>
Mark Band 2 3-5 marks 'some' 'attempts'	<ul style="list-style-type: none"> <li>• some control of agreement, punctuation and sentence construction</li> <li>• uses sentence demarcation which is mainly accurate</li> <li>• uses a variety of sentence forms</li> <li>• some accurate spelling of more complex words</li> <li>• sometimes uses standard English appropriately</li> </ul>
Mark Band 1 1-2 marks 'limited'	<ul style="list-style-type: none"> <li>• limited control of agreement, punctuation and sentence construction</li> <li>• limited use of sentence demarcation</li> <li>• limited range of sentence forms</li> <li>• some accurate spelling of words in common use</li> <li>• limited use of standard English</li> </ul>
0 marks	Nothing worthy of credit