



**General Certificate of Secondary Education**

**English/  
English Language**

**Unit 1 F Tier**

**Understanding and producing non-fiction texts**

**Mark Scheme**

*2012 examination - November 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 at the standardisation meeting attended by all examiners 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 discussed at the meeting and 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
- 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 structures 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).

<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, *Love music love food: pop will eat itself* and answer the questions:

**1a** List four things you learn about Tinie Tempah from the article.

(4 marks)

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

Indicative Content:

- His real name is Patrick
- He works in the music business
- He has had hit singles, an album two Brit awards
- He was born in London
- His parents are Nigerian
- He enjoys food
- He likes to eat traditional food when he travels to a new place
- He didn't like eating kangaroo

**or any other valid responses that you are able to verify from checking Source 1**

**Identify correct answers with a red tick icon or incorrect answers with red cross icon.**

**1b** What are Tinie Tempah's feelings about food?

(4 marks)

A02, i English A03, 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</li> <li>• clear statements on Tinie's feelings</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 statement on Tinie's feelings</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>• identifies a feeling</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 Band 1/2/3 comments.

## Indicative Content

Candidates' responses may include:

- Tinie has always appreciated food implying his enjoyment of eating.
- A benefit of his job and travelling around so much is enjoying 'new experiences in eating'.
- We know that Tinie likes trying different types of food and that when he travels he will make an effort to try 'traditional foods' implying he is an adventurous eater.
- We know that Tinie disliked eating kangaroo because it was 'smoky' and 'chewy'.
- Tinie feels that food is 'a fundamental part of his life' which means it's important to him. Nigerian food seems particularly important to him as it was the food he was brought up with.
- Tinie likes to eat in his favourite restaurants and particularly mentions one which reminds him of Nigeria again implying how important the food from his background culture is.
- Tinie felt 'apprehensive' about eating seafood until he realised it helped him stay feeling 'light' and energetic.

Now read **Source 2**, the World Food Programme webpage.

**2** Explain what you learn about feeding children in Mogadishu?

Remember to:

- show your understanding by explaining in your own words
- support your ideas using the text

(8 marks)

A02, i English A03, 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>• clear statements on feeding children in Mogadishu</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 quotation to support what has been understood</li> <li>• makes some statements on feeding children in Mogadishu</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>• limited engagement with the text</li> <li>• may offer limited textual detail, quotation or copying</li> <li>• simple reference to feeding children in Mogadishu</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 Band 1/2/3 comments

Indicative Content

Candidates' responses may include:

- We learn that many children are malnourished for reasons such as poverty, war and famine.
- We learn that many young mothers have a lot of children to feed which may make it more difficult for all children to be properly nourished.
- We learn that it is important for children to be well fed so they are strong enough to cope with the rainy season and the diseases it brings.
- We learn that there are special clinics in this area to help keep children well nourished.
- We learn that children are given a special ration of a food called Plumpy'Sup which has lots of vitamins and minerals to help protect children from malnutrition.
- We learn that children like Plumpy'Sup which is a little like peanut butter.
- We learn that poor children can be just as much at risk of malnutrition as war or famine victims.

Now read **Source 3**, *The Sweet Shop*. Here Nigel Slater writes about visiting a sweet shop as a boy.

**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 A03 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>• focused 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 feature(s)</li> <li>• simple generalised comment on the effect of feature(s) of language</li> <li>• simple support with textual detail/example</li> <li>• simple mention of language/language feature</li> </ul>
0 marks	nothing worthy of credit

Indicative Content

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

Candidates' responses may include:

- The use of contrast/humour in the opening sentence 'good', 'bad'.
- The use of colour words/adjectives to describe the colours of the sweets 'saffron and lemon'.
- The use of other interesting adjectives 'elegant', 'old lady shades' 'delicate' to describe the sweets.
- The use of the names of the sweets – noun phrases and in some cases proper nouns 'sugared almonds', 'Parkinson's fruit thins'.
- The use of jewel references/semantic field such as 'amber', 'emerald' and 'ruby' to describe colour and the simile 'like precious gems'.
- The use of other similes such as 'as shiny as a marble floor' and 'as good as turning the pages of a photograph album'.
- Many words/semantic field to suggest reflections 'glass', 'marble', 'shiny', 'embossed'
- The image of the sweets 'imprisoned in glass jars'.



- The use of intensifiers 'so large' and 'so round and white' to convey the scale of the sweet jars to a small child.
- The use of listing to convey the range and variety of the sweets on offer as well as the phrase 'row upon row'.
- The use of repetition 'Nowhere have I encountered ...' implying that this is a very British tradition
- The repetition of the 's' sound in the penultimate sentence 'soft spot ...sweet ...sense ...ensues ...sugar dissolves ...mouths.'
- The reference to the word 'sweetie' – sounds affectionate, nostalgic.

- 4 Look again at Source 1 and Source 2 and compare the way that both texts use **presentational features** for effect.

Remember to:

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

(12 marks)

A02, i, iii English A03, 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 both texts</li> <li>• focused examples of presentational features from both 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 both 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 Band 1/2/3 comments.

Indicative Content

Source 1:

- a bold headline linking the words 'music/food'.
- an explanatory paragraph in a larger font and links the article to a charity cookbook publication as well as introducing the person in the article.
- employs an arresting and dramatic photograph of Tinie Tempah, dressed casually but almost implying he eats like a king with the use of the throne and the goblet of wine.
- the photograph also displays the dish of seafood pasta he describes in the article and the subheading 'Tinie Tempah loves seafood' reinforces this and employs a caption.

Source 2:

- utilises the colours blue and white – the banner top in blue and all of the lettering in white implying a peaceful organisation working for good. The exception is the red mug and the word 'Donate' highlighting the main focus of the page and the need for donations to the charity.

- the menu headings are accompanied by symbols and the logo itself is white and made up of forms of grain.
- the headline to the features story is in grey – it has an informal register ‘kids’ but does not employ pun or play on words but adopts a serious approach.
- this text also employs an explanatory opening sentence in a blue well spaced font and introduces the people featured in the article.
- two full colour photographs are used with one caption. They show young women and their children looking positive, happy and healthy to reinforce the success of the programme.

- 5 Your local newspaper is running a weekly column called *The Food I Couldn't Live Without*. Write a short **article** for the column **explaining** which food is your personal favourite and why.

Remember to:

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

Try to write approximately one page.

(16 marks)

AO3 i, ii	Skills
<p>Mark Band 3 'clear' 'success' 9 - 10 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 explanations</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 e.g. 'Furthermore...', 'In addition'</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>• begins to use a variety of structural features e.g. different paragraph lengths, indented sections if appropriate</li> </ul>
<p>Mark Band 2 'some' 'attempts' 5 - 8 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 explanation</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, e.g. conventions of article</li> </ul>
<p>Mark Band 1 'limited' 1 - 4 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 use of linguistic feature(s)</li> <li>• uses a limited 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 e.g. simple heading</li> </ul>
<p>0 marks</p>	<p>nothing worthy of credit</p>

<b>AO3 iii</b>	<b>Skills</b>
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 “Governments, doctors, and the media are right to tell us what to eat and what not to eat.”  
Write a **speech** for a classroom debate **arguing** for **or** against this opinion.

Remember to:

- write a **speech**
- use language to **argue**

Try to write approximately two pages.

(24 marks)

AO3, i, ii	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 arguments</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>• uses 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>• 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>
<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 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>
<p>0 marks</p>	<p>nothing worthy of credit</p>

AO3, iii	Skills
<p>Mark Band 3 7 - 8 marks</p>	<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>
<p>Mark band 2 4 - 6 marks</p>	<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>
<p>Mark band 1 1 - 3 marks</p>	<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>
<p>0 marks</p>	<p>nothing worthy of credit</p>