AQA

GCSE
ENGLISH
LANGUAGE

Paper 1 Explorations in creative reading and writing

Mark scheme

Version 1.0 Re-submission

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 which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 students, 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 throughout marking.
3.   Always credit accurate, relevant and appropriate answers which are not given in the mark scheme.
4.   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.

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.

Level of response marking instructions

Level of response mark schemes are broken down into four levels (where appropriate), each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are two, four, five or six marks in each level; dependent upon question. In higher tariff questions there is a further descriptor dealing with the top of the level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

You should refer to the standardising material throughout your marking.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

SECTION A: READING – Assessment Objectives

AO1	• Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.
AO2	• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	• Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Assessment Objective	Section A
AO1	✓
AO2	✓
AO3	**N/A**
AO4	✓
	Section B
AO5	✓
AO6	✓

Section A: Reading

| 0 | 1 | Read again the first part of the source, lines 1 to 7.

List **four** things from this part of the text about the weather in Cornwall.

[4 marks]

Give 1 mark for each point about the weather:

- Responses must be drawn from lines 1 to 7 of the text
- Responses must be true statements from the extract
- Responses must relate to the **weather**
- Candidates may quote or paraphrase – each is acceptable
- A paraphrased response covering more than one point should be credited for each point made.

Note: The indicative content must not treated as exhaustive and reference must be made to the selected section of the text.

AO1	• Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts.

This assesses bullet point 1 identify and interpret explicit and implicit information and ideas.

Indicative content; candidates may include:
- it was a cold day
- the weather had changed overnight
- there was a wind
- there was mist on the hills
- the air was clammy
- the air was cold
- it was raining

Or any other valid responses that you are able to verify by checking the source.

| 0 | 2 | Look in detail at this extract from lines 8 to 17 of the source. |

(Extract in question paper)

How does the writer use language here to describe the effects of the weather?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

AO2
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
This question assesses Language ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms

Level	Skills Descriptors	Content Descriptors (**NB:** The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)
Level 4 Perceptive, detailed 7-8 marks	Shows detailed and perceptive understanding of *language* • Analyses the effects of the writer's choices of *language* • Selects a judicious range of quotations • Uses sophisticated subject terminology accurately	The opening paragraph consists of a single, complex sentence perhaps reflecting the onward movement of the coach. The adjective 'exposed' and the noun 'force', evoke the idea of vulnerability, danger, and how little control man has over the power of nature. The verb 'rocking', progresses the cumulative effect of the list of verbs, 'shaking', 'trembled', 'swayed' leading to the simile, 'rocking between the high wheels like a drunken man' suggesting the coach is lurching haphazardly, its movement out of control.

Level 3 Clear, relevant 5-6 marks	Shows clear understanding of *language* • Clearly explains the effects of the writer's choices of *language* • Selects a range of relevant quotations • Uses subject terminology accurately	The opening, complex sentence is long and so gives the effect of a never-ending storm. Then nouns like 'gusts' and 'force' are used to show the reader how unpredictable and strong the wind was. The effect of the wind on the coach is built up by the writer's use of verbs –'shaking', then 'trembled', then 'swayed'. The word 'trembled' makes it sound as if the coach is almost frightened of the weather.
Level 2 Some, attempts 3-4 marks	Shows some understanding of *language* • Attempts to comment on the effect of *language* • Selects some relevant quotations • Uses some subject terminology, not always appropriately	The writer says, 'The wind came in gusts at times shaking the coach'. The word 'gusts' emphasises that sometimes the wind blew stronger than others and was making the coach shake or shudder. The phrase, 'shaking the coach', has the effect of making us feel frightened for the passengers because you shake when you are afraid.
Level 1 Simple, limited 1-2 marks	• Shows simple awareness of *language* • Offers simple comment on the effect of *language* • Simple references or textual details • Simple mention of subject terminology	The writer says 'The wind came in gusts at times shaking the coach'. The word 'gusts' emphasises that sometimes the wind was strong and was making the coach shake.
Level 0 No marks	No comments offered on the use of *language*. Nothing to reward	

AO2 content may include the effect of ideas such as:
• use of sentence length variously related to the content of the extract
• use of, for example, nouns and verbs to enhance description
• the cumulative effect of chosen words and phrases
• employing imagery such as simile.

0 3   You now need to think about the **whole** of the **source.**

This text is from the opening of a novel.

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the extract develops
- any other structural features that interest you.

[8 marks]

AO2	
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	
This question assesses how the writer has structured a text. Structural features can be: at a whole text level e.g. beginnings / endings / perspective shifts; at a paragraph level eg. topic change / single sentence paragraphs; at a sentence level e.g. sentence length	
Level **Skills Descriptors**	**Content Descriptors** (**NB:** The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)

Level 4 Perceptive, detailed 7-8 marks	Shows detailed and perceptive understanding of structural features • Analyses the effects of the writer's choice of *structural* features • Selects a judicious range of examples • Uses a range of subject terminology appropriately	The text, about a journey, is structured to also take the reader on a journey: from the general to the specific; from the outside to the inside; from the weather, through the coach, the driver and horses, to the passengers. There is also a constant reminder of the weather which permeates each part – the 'little drips of rain' that came through the roof and, later, 'the rain oozed through the crack in the roof' onto Mary's shoulder – so the reader is constantly made wet and uncomfortable, just like the passengers. Around the middle of the extract, the outside and the inside are made to coincide when the old man opens the window –this also moves the focus of the reader to the inside of the coach The text narrows down to take the reader from the countryside of Cornwall –the wide 'granite sky' and the evening which 'closed upon the hills', to the inside of Mary Yellan's head as she contemplates the weather and hopes for a 'momentary trace' of 'blue heaven'.
Level 3 Clear, relevant 5-6 marks	Shows clear understanding of *structural* features • Clearly explains the effects of the writer's choice of *structural* features • Selects a range of relevant examples • Uses subject terminology accurately	The main structure of the story, which begins with the weather, moves from the outside with the rain and wind that came 'in gusts' and which includes the driver and horses, to the inside of the coach and the individual characters who are the passengers. The reader is able to understand the extremity of the weather and then go inside to the relative calm and meet the passengers. As the extract develops it changes the focus from the weather to the driver, then the horses, then the coach, then the passengers. The reader's experience narrows down to Mary Yellan, whose thoughts take the reader back to the weather.

Level 2 Some, attempts 3-4 marks	• Shows some understanding of *structural* features • Attempts to comment on the effect of *structural* features • Selects some relevant examples • Uses some subject terminology, not always appropriately	The writer writes about the weather in the first paragraph which makes the reader feel they were there in the cold and rain. It then moves on to focus on some individuals, so we can pick them out – the driver and then the people inside the coach, making the reader feel more comfortable but still feeling the drips of rain. So overall the writer changes the focus from outside to inside.
Level 1 Simple, limited 1-2 marks	• Shows simple awareness of *structure* • Offers simple comment on the effect of *structure* • Simple references or examples • Simple mention of subject terminology	The text is written in paragraphs which makes it easy to read. It tells us about the weather first which sets the scene and then moves on to tell us about the coach.
Level 0 No marks	No comments offered on the use of *structure* Nothing to reward	

AO2 content may include the effect of ideas such as:
- the overall structure of a journey – moving through place
- the change of structural focus from outside to inside
- the consistent reminder of the weather, recapitulated through the text
- narrowing down the focus to the individual characters.

0 4 Focus this part of your answer on the second half of the source, **from line 18 to the end.**

A student, having read this section of the text said: "The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them."

To what extent do you agree?

In your response, you could:

- write about your own impressions of the characters
- evaluate how the writer has created these impressions
- support your opinions with quotations from the text.

[20 marks]

AO4 Evaluate texts critically and support this with appropriate textual references			
Level	**Overview Statement**	**Skills Descriptors**	**Content Descriptors** (**NB:** The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)
Level 4 Perceptive, detailed 16-20 marks	At the **top** of the level critical evaluation will be **perceptive** and **detailed**	• Critically evaluates the text in a detailed way • Offers examples from the text to explain views convincingly • Analyses effects of a range of writer's choices • Selects a range of relevant quotations to validate views	We might think that the passengers are a unified group because the writer refers to them collectively: 'The few passengers huddled together for warmth', but their actions suggest how different they are. The 'old fellow' is short tempered and pompous with a sense of his own importance, but also ridiculous in his actions. The writer's choice of the word 'petulant' shows how his behaviour was childish. He also makes rash statements – that he would 'never travel by coach

			again' which the reader knows is of no interest to the driver he is swearing at. In the end, he is reduced to muttering. These complexities help the reader understand the stresses of the journey and the different sides to the man.
Level 3 Clear, relevant 11-15 marks	At the **top** of the level critical evaluation will be **clear** and **consistent**	• Clearly evaluates the text • Offers examples from the text to explain views clearly • Clearly explains the effect of writer's choices • Selects some relevant quotations to support views	The writer brings the characters alive by making them behave and react differently. The 'old fellow' from Truro loses his temper with the driver but makes things worse for everybody by opening the window and 'bringing a shower of rain on himself and his fellow-passengers'. This amuses the reader because the man is angry and foolish. We also understand the irony of his actions and how pointless it is cursing the driver, who the reader knows is doing his best. The writer makes the man seem unreasonable and out of control by the use of excessive, almost violent words like 'rogue' and 'murderer'.
Level 2 Some, attempts 6-10 marks	At the **top** of the level there will be **some** evaluative comments	• Attempts evaluative comment on the text • Offers an example from the text to explain view(s) • Attempts to comment on writer's methods • Selects some quotations , which occasionally support views	The characters are good because the writer includes detail to make them seem different. The 'old fellow' makes us laugh because he is so angry that he is 'fumbling' with the window sash and so gets everybody wet. The writer makes us understand that he is also grumpy by telling us that he had 'kept up a constant complaint ever since he joined the coach from Truro'.
Level 1 Simple, limited 1-5 marks	In this level there will be **simple** personal comment	• Simple evaluative comment on the text • Offers simple example from the text which may explain view • Simple mention of writer's methods • Simple references or textual details	The characters are good because you can see what they are like. The old man is funny because he opens the window and makes everybody wet. Also the writer makes us understand he is angry by saying 'he rose from his seat in a fury'.

Level 0 No marks	No relevant comments offered in response to the statement, no impressions, no evaluation.

AO4 Content may include the evaluation of ideas such as:

- the passengers as a unified group, all in the same predicament
- the individual characteristics of the passengers, their actions and reactions to the situation they are in
- interactions between the characters – the dynamic between the characters
- how the writer has used, for example, language, structure, tone to make an impression on the reader.

Section B: Writing

0 5   You are going to enter a creative writing competition.

Your entry will be judged by a panel of people of your own age.

Either: Write a description suggested by this picture: *(picture of a coastline in a tumultuous storm)*

Or: Write the opening part of a story about a place that is severely affected by the weather.

(24 marks for content and organisation and 16 marks for technical accuracy)
[40 marks]

AO5 Content and Organisation Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.		
Level 4 19-24 marks **Content** is convincing and crafted; **Organisation** is structured, developed, complex and varied	Upper Level 4 22-24 marks	**Content** • Communication is convincing and compelling throughout • Tone style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract • Extensive and ambitious vocabulary with sustained crafting of linguistic devices **Organisation** • Highly structured and developed writing, incorporating a range of integrated and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers • Varied and inventive use of structural features
	Lower Level 4 19-21 marks	**Content** • Communication is convincing • Tone, style and register consistently match purpose, form and audience; • Extensive vocabulary with evidence of conscious crafting of linguistic devices **Organisation** • Structured and developed writing with a range of engaging complex ideas • Consistently coherent use of paragraphs with integrated discourse markers • Varied and effective structural features

Level 3 13-18 marks **Content** is clear and chosen for effect **Organisation** is engaging connected	Upper Level 3 16-18 marks	**Content** • Communication is consistently clear and effective • Tone, style and register matched to purpose, form and audience • Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of appropriate linguistic devices **Organisation** • Writing is engaging with a range of detailed connected ideas • Coherent paragraphs with integrated discourse markers • Effective use of structural features
	Lower Level 3 13-15 marks	**Content** • Communication is clear • Tone, style and register generally matched to purpose, form and audience • Vocabulary clearly chosen for effect and successful use of linguistic devices **Organisation** • Writing is engaging with a range of connected ideas • Usually coherent paragraphs with range of discourse markers • Usually effective use of structural features
Level 2 7-12 marks **Content** is successful and controlled **Organisation** is linked/relevant and paragraphed	Upper Level 2 10-12 marks	**Content** • Communication is mostly successful • Sustained attempt to match purpose, form and audience; some control of register • Conscious use of vocabulary with some use of linguistic devices **Organisation** • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers • Some use of structural features
	Lower Level 2 7-9 marks	**Content** • Communicates with some success • Attempts to match purpose, form and audience; attempts to control register • Begins to vary vocabulary with some use of linguistic devices **Organisation** • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate • Attempts to use structural features

Level 1 1-6 marks **Content** is simple **Organisation** is simple and limited	Upper Level 1 4-6 marks	**Content** • Simple success in communication of ideas • Simple awareness of purpose, form and audience; limited control of register • Simple vocabulary; simple linguistic devices **Organisation** • One or two relevant ideas, simply linked • Random paragraph structure • Evidence of simple structural features
	Lower Level 1 1-3 marks	**Content** • Communicates some meaning • Occasional sense of purpose, form and/or audience • Simple vocabulary **Organisation** • One or two unlinked ideas • No paragraphs • Limited or no evidence of structural features
Level 0 No marks	Candidates will not have offered any meaningful writing to assess Nothing to reward	

AO6 Technical Accuracy Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)	
Level 4 13-16 marks	• Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary
Level 3 9-12 marks	• Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary
Level 2 5-8 marks	• Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary

Level 1 1-4 marks	• Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary
Level 0 No marks	Candidates' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.