



**General Certificate of Secondary Education**

**English/  
English Language**

**Unit 1 H Tier**

**Understanding and producing non-fiction texts**

**Mark Scheme –Version 2.0**

*2012 examination - Jan series*

Read **Source 1**, an online magazine article called *Goal Setting* by Will Wayland.

1. What do you learn about effective training for freerunners? (8 marks)

AO2,   English AO3,   English Language	Skills
Mark Band 4 'perceptive' 'detailed' 7 – 8 marks	<ul style="list-style-type: none"> <li>• offers evidence that the text is fully understood</li> <li>• shows a detailed engagement with the text</li> <li>• makes perceptive connections and comments about the issues raised in the text</li> <li>• offers appropriate quotations or references to support understanding</li> </ul>
Mark Band3 'clear' 'relevant' 5-8 marks	<ul style="list-style-type: none"> <li>• shows clear evidence that the text is understood</li> <li>• shows clear engagement with the text</li> <li>• begins to interpret the text and make comments about the issues raised in the text</li> <li>• offers relevant quotations or references to support understanding</li> </ul>
Mark Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> <li>• shows some evidence that the text is understood</li> <li>• attempts to engage with the text</li> <li>• makes some reference to the issues mentioned in the text</li> <li>• offers some relevant references or quotations to support what has been understood</li> </ul>
Mark Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> <li>• shows limited evidence that the text is understood</li> <li>• shows limited engagement with the text</li> <li>• makes limited reference to the issues referred to in the text</li> </ul>
Band 0	• Nothing to reward

Indicative Content:

Candidate's responses may include:

- Participants should think and plan their programme
- Timeframes should be set
- There should be a combination of short and long term goals
- Long term goals should be measurable
- ...and supported by short term goals
- Goals should be SMART
- Respond positively to set backs and maintain inner strength
- Know your starting point and what you want to ultimately achieve
- Divide training and goals into manageable units

Now read **Source 2**, a webpage from *MIND*, the mental health charity.

2. Explain how the images and text link and the ways in which the webpage is effective.  
(8 marks)

A02, III English A03, III English Language	Skills
Mark Band 4 'perceptive' 'detailed' 7 – 8 marks	<ul style="list-style-type: none"> <li>offers a detailed interpretation of how the headline and sub-headline are effective</li> <li>presents a detailed explanation and interpretation of what the picture shows and its effect</li> <li>links the picture and the headlines to the text with perceptive comments</li> <li>offers appropriate quotations or references to support comments</li> </ul>
Mark Band 3 'clear' 'relevant' 5-6 marks	<ul style="list-style-type: none"> <li>shows clear understanding of how the headline and sub-headline are effective</li> <li>makes clear and appropriate links between the headlines and the content of the text</li> <li>offers a clear explanation of the effectiveness of the picture</li> <li>links the picture to the content of the text with relevant comments</li> <li>supports ideas with relevant references or quotations</li> </ul>
Mark Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> <li>shows some evidence that the effectiveness of the headline and sub-headline are understood</li> <li>attempts to link the headlines to the text</li> <li>offers some explanation of how the picture is effective</li> <li>attempts to link the picture to the content of the text</li> </ul>
Mark Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> <li>offers limited or simple comments on the effectiveness of the headline and sub-headline</li> <li>offers a limited or simple explanation of what the picture shows</li> <li>shows limited appreciation of how the picture and headlines link with the text</li> </ul>
Band 0	<ul style="list-style-type: none"> <li>Nothing to reward</li> </ul>

Indicative Content.

Candidates may include:

Images and Text Links

- The logo is in the top left to immediately inform the reader of the charity. The logo suggests confusion and disorder
- Throughout, headings are in a font which resemble handwriting and also reiterate the style of the logo. This creates a personal touch, in keeping with the message and focus of the charity.
- The banner image suggests isolation and despair, with back to camera, standing over the sink. The fade in from the left creates the sense of a chasm and the long white T shirt perhaps reminds us of institutionalisation. Her isolation contrasts with the theme of the page, which is to encourage openness and anti-discrimination.
- The other images are of head-shots, with 2 photos and 1 graphic. This again reinforces the personal and links to the theme that mental health should not be a taboo subject. The graphic uses a visual metaphor to create a representation of confusion
- These smaller graphics are part of box-outs to other links from this webpage and reflect the content: eg the lettering refers to the A-Z and the training shot is an over-the-shoulder photo of the trainer looking at trainee
- The youtube video link creates a multimedia platform which links to the text describing the Time to Change campaign as being “massive”.

Effectiveness

- Text and image are well-balanced and inter-link effectively to convey the central message that attitudes need to change
- Continuity with the handwriting and repetitive use of “Related” on right hand side
- Very good balance of the personal, informational, persuasive and imperative text and image

Now read **Source 3**, which is an extract from a non-fiction book about India and its food.

3. Explain some of the thoughts and feelings the writer has towards India and its food.

(8 marks)

A02, 1 English A03, 1 English Language	Skills
<p>Mark Band 4 'perceptive' 'detailed' 7 – 8 marks</p>	<ul style="list-style-type: none"> <li>engages in detail with the events described in the text</li> <li>offers perceptive explanations and interpretations of the thoughts and feelings expressed</li> <li>employs appropriate quotations or references to support ideas</li> </ul>
<p>Mark Band 3 'clear' 'relevant' 5-6 marks</p>	<ul style="list-style-type: none"> <li>shows a clear understanding of the experiences described in the text</li> <li>clearly explains and begins to interpret thoughts and feelings</li> <li>employs relevant quotations or references to support understanding and interpretation</li> </ul>
<p>Mark Band 2 'some' 'attempts' 3-4 marks</p>	<ul style="list-style-type: none"> <li>shows some engagement with the experiences described in the text</li> <li>attempts to make some comments to explain thoughts and feelings</li> <li>offers some quotations or references to support ideas</li> </ul>
<p>Mark Band 1 'limited' 1-2 marks</p>	<ul style="list-style-type: none"> <li>shows limited engagement with the text</li> <li>offers limited or simple comments to explain thoughts and feelings</li> <li>may offer copying or irrelevant quotation</li> </ul>
Band 0	<ul style="list-style-type: none"> <li>Nothing to reward</li> </ul>

Indicative Content.

Candidates may include:

- Descriptive language throughout suggests the passion the writer feels for India and its cuisine: “glittering” Mumbai, the “white sand beaches” of Goa, “historic” Malabar and the “thriving” port of Mangalore
- He thinks that Goa is different from other places in India and is most influenced by the West
- He thinks “Goa...North Karrataka have the most interesting recipes”
- His feelings towards some dishes are revealed through language eg “delicious” and “most impressive” etc
- The writer states that there is “great variety” of food and flavours: the entry goes on to commonly list these according to place
- The writer’s knowledge is shown through the naming and listing of dishes which are commonly described, revealing his thoughts about them
- Throughout the enthusiasm and passion pervades, highlighting the variety and contrasts of the places and their cuisine and this should be commented upon by candidates

- 4 Compare the different ways in which language is used for effect in the two texts.  
Give some examples and analyse the effects.

(16 marks)

A02, I, III English A03 I, III English Language	Skills
Mark Band 4 'perceptive' 'detailed' 13 – 16 marks	<ul style="list-style-type: none"> <li>offers a full and detailed understanding of the texts in relation to language</li> <li>analyses how the writers have used language differently to achieve their effects</li> <li>offers appropriate quotations in support of ideas with perceptive comments</li> <li>focuses on comparison and cross-referencing between the texts</li> </ul>
Mark Band 3 'clear' 'relevant' 9-12 marks	<ul style="list-style-type: none"> <li>shows clear evidence that the texts are understood in relation to language</li> <li>offers clear explanation of the effect of words and phrases in the different contexts</li> <li>offers relevant quotations or references to support ideas</li> <li>offers clear comparisons and cross references between the two texts</li> </ul>
Mark Band 2 'some' 'attempts' 5-8 marks	<ul style="list-style-type: none"> <li>shows some evidence that the texts are understood in relation to language</li> <li>offers some appreciation of the effect of words and phrases in the different contexts</li> <li>attempts to support responses with usually relevant quotations or references</li> <li>attempts to compare language use and make cross references</li> </ul>
Mark Band 1 'limited' 1-4 marks	<ul style="list-style-type: none"> <li>shows limited evidence that the texts are understood in relation to language</li> <li>offers limited appreciation of the effect of words and phrases in the different contexts</li> <li>offers very few examples with simple comment</li> <li>shows limited ability to compare or make cross references</li> </ul>
Band 0	<ul style="list-style-type: none"> <li>Nothing to reward</li> </ul>

Indicative Content.

Candidates may include:

### Source 1

- Relating to the layout and presentation of the piece, the style is informal, though quite didactic and advisorial. The use of the second person creates this effect.
- This is also supplemented by the first person to balance the guidance with personal reflections.
- There is frequent use of modal verbs, imperatives, anecdotes etc to create the guidance and advice.
- Some of the lexical choice is specific to free-running and also fitness programmes in general
- Use of subheadings with focussed paragraphs following reinforce the fact that this is an information text
- Use of the mnemonic and some typical quotations from sportspeople also reinforce the relationship between text, writer and audience

## Source 2

- Inclusive, possessive and personal pronouns create a sense of counselling and care.
- The catchphrase “It’s time to talk, Time to Change” is balanced and therefore memorable. The alliterative “t” sound also stamps the message home
- Some short, dramatic sentences are used also to drive home the message eg. “Stigma and discrimination ruin lives”
- The use of emotive and dramatic language also does this
- The use of lists, repetition of key, emotive words and statistics all create a highly persuasive text, supported by the real life stories on the right hand side.

## Source 3

- Historical facts, such as the Portugese influence in Goa, are used to further enhance the authority of the writer and to highlight the qualities of the places and their foods
- The writer uses balanced sentences to highlight variety and quality: “robust rural foods” contrasted with “elaborate and elegant regal menus”
- Positive comparisons with other foods of the world also suggest how highly the writer thinks of Indian food from this region: comparisons with the “lightest soufflé” and “even the hottest Mexican” (candidates may refer to the use of the superlatives).
- Mumbai is praised very highly through its “most impressive illustration of eclectic cosmopolitanism” and the fact it is “fast paced”.