AQA

GCSE
English Language

8700/1 Paper 1 Explorations in creative reading and writing

Mark Scheme

8700

November 2017

Version: 1.0 Final

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.

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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.**

Level of response marking instructions

Level of response mark schemes are broken down into four levels (where appropriate). Read through the student's answer and annotate it (as instructed) to show the qualities that are being looked for. You can then award a mark.

You should refer to the standardising material **throughout your marking**.

The Indicative Standard is not intended to be a model answer nor a complete response, and it does not exemplify required content. It is an indication of the quality of response that is typical for each level and shows progression from Level 1 to 4.

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 descriptors for that level. The descriptors for the level indicate 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.

The Indicative Standard column in the mark scheme will help you determine the correct level.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. This requires you to fine tune within the level to see how well each of the skills descriptors for that level has been met. Since responses rarely match a level in all respects, you need to balance out the range of skills achieved and allow strong performance in some aspects to compensate for other skills that may be only partially fulfilled.

The standardising scripts 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.

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

Advice

In fairness to students, all examiners must use the same marking methods. The following advice may seem obvious, but all examiners must follow it closely.

1. Refer constantly to the mark scheme and standardising scripts throughout the marking period.

2. Always credit accurate, relevant and appropriate responses that are not necessarily covered by the mark scheme or the standardising scripts.

3. Use the full range of marks. Do not hesitate to give full marks if the response merits it.

4. Remember the key to accurate and fair marking is consistency.

5. If you have any doubt about how to allocate marks to a response, consult your Team Leader.

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	✓

0 1 Read again the first part of the source, from **lines 1 to 4**.

List **four** things about Alice and her surroundings from this part of the source.

[4 marks]

Give 1 mark for each point about Alice and her surroundings:

- responses must be true, and drawn only from lines 1 to 4 of the text
- responses must relate to **Alice and her surroundings**
- students may quote or paraphrase
- a paraphrased response covering more than one point should be credited for each point made – though paraphrased responses must demonstrate evidence of identification of information that is specific to the focus of the question as required by AO1
- responses that copy the whole section of the text from lines 1 to 4 verbatim should not be credited any marks as this does not provide any evidence of identification of information that is specific to the focus of the question as required by AO1.

Note: The indicative content must not be 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; students may include: • Alice has a water bottle • Alice drinks water in great gulps • There is a heat haze • There is a road below her • The tarmac on the road is dented • The sky is an endless blue • The cicadas are hidden in the shade • The grass is dry 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 5 to 11** of the source:

(Extract in question paper)

How does the writer use language here to describe the mountain area?

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	How to arrive at a mark	Indicative Standard This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.
Level 4 Detailed, perceptive analysis 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 textual detail • Makes sophisticated and accurate use of subject terminology	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	The writer's choice of language to describe the mountain area creates contrasting tones for different seasons. In spring, the flowers are said to 'peep out from their hiding places'. This personifies the flowers, implying they have been secretly hiding all through the winter, lying dormant beneath the ground just waiting for the right time of year to blossom. When it is warm enough, they show tiny signs of life by tentatively pushing their way through the earth and peeking around. Language used to describe the mountain area in the summer is far more negative. 'The sun has flattened the land into submission' conveys the sun is so intense that it has overwhelmed the land, crushing any sign of green life out of it so that all that now remains is scorched brown.
Level 3 Clear, relevant explanation 5-6 marks	Shows clear understanding of language: • Explains clearly the effects of the writer's choices of language • Selects a range of relevant textual detail	At the top of the level, a student's response will meet all of the skills descriptors.	The writer says the mountain flowers 'peep out from their hiding places' in spring. This personifies the flowers, implying they have been buried all through the winter, just waiting for the right time of year to grow. The verb 'peep' suggests that now it is warm enough, the flowers can peek out of the ground and show themselves. The writer's choice of language for the mountain area in the summer is more negative. 'The sun has

	• Makes clear and accurate use of subject terminology	At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	flattened the land into submission' is a metaphor to convey how the heat has beaten all the life out of the land so that everything is now brown.
Level 2 Some under-standing and comment 3-4 marks	Shows some understanding of language: • Attempts to comment on the effect of language • Selects some appropriate textual detail • Makes some use of subject terminology, mainly appropriately	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	The spring flowers on the mountains 'peep out from their hiding places'. The writer uses the verb 'peep' to tell us that the flowers look as if they are peering around them. The metaphor 'The sun has flattened the land into submission' makes it sound as if the sun is so hot it has squashed the land flat.
Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of language: • Offers simple comment on the effect of language • Selects simple references or textual details • Makes simple use of subject terminology, not always appropriately	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.	The flowers 'peep out' when they grow, and the word 'peep' means they look like they are looking around. It also says the sun has 'flattened the land', which is a metaphor.
Level 0 No marks	Nothing to reward.		

AO2 content may include the effect of ideas such as:

- Language to create contrasting tones for different seasons
- The personification of flowers in spring
- The sun as a metaphor of destruction

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

This text is from the beginning 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 of the source
- how and why the writer changes this focus as the source 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 eg. beginnings/endings/perspective shifts; at a paragraph level eg. topic change/aspects of cohesion; and at a sentence level when judged to contribute to whole structure.

Level	Skills Descriptors	How to arrive at a mark	Indicative Standard This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.
Level 4 Perceptive, detailed analysis 7-8 marks	Shows detailed and perceptive understanding of structural features: • Analyses the effects of the writer's choices of structural features • Selects a judicious range of examples • Makes sophisticated and accurate use of subject terminology	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	The writer begins and ends the text by focusing on a single character, Alice, in the mountains of France. After the narrow focus of the opening line, where she is drinking water 'in great gulps' due to the heat, it immediately zooms out to show a panoramic view, with the heat haze shimmering 'below' Alice and 'above her', the endless blue sky. This early emphasis on her immediate surroundings could make it appear initially as if she is alone in a vast, endless space. However, as the text develops, the setting alternates between two locations, the higher slope where Alice is digging and the lower slopes where her colleagues are in the main camp, so we understand that she is part of a group. The final paragraph echoes the first, except now, because the 'sun climbs higher in the sky, and the temperature rises', the uncomfortable conditions are even more intense.

Level 3 Clear, relevant explanation 5-6 marks	Shows clear understanding of structural features: • Explains clearly the effects of the writer's choices of structural features • Selects a range of relevant examples • Makes clear and accurate use of subject terminology	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	At the beginning, the writer focuses our attention on Alice and, in particular, her surroundings. We learn that 'the heat haze shimmers' below her and 'above her, the sky is an endless blue'. This emphasises that she is in a wide and open area, and makes the reader think at this point that maybe she's alone in the mountains of France. Later the text switches location to where her colleagues are 'in the main camp on the lower slopes', so we now understand that Alice is actually a part of a group. The final paragraph takes us back to the beginning with another description of Alice digging in the heat.
Level 2 Some understanding and comment 3-4 marks	Shows some understanding of structural features: • Attempts to comment on the effect of structural features • Selects some appropriate examples • Makes some use of subject terminology, mainly appropriately	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	At the beginning of the text, the writer focuses our attention on Alice. She can see the 'heat haze' shimmering and is drinking her water 'in great gulps', so straight away the reader learns where she is and that she's really hot. Then it switches to her friends in the main camp, and at the end comes back to Alice feeling hot again.
Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of structural features: • Offers simple comment on the effect of structure • Selects simple references or examples • Makes simple use of subject terminology, not always appropriately	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.	The text begins with Alice so the reader knows what she is thinking and feeling, and then switches to describing the place and how hot it is. Then later she talks about her friends in the main camp.
Level 0 No marks	Nothing to reward.		

AO2 content may include the effect of ideas such as:

- the focus on Alice's surroundings at the beginning to emphasise the open space
- different settings between the higher and lower slopes
- the circular structure of the text, with the content of the final paragraph similar but more extreme than the first.

0 4 Focus this part of your answer on the second part of the source, from **line 20 to the end**.

A reader said, 'This part of the story, where Alice decides to continue digging for the object, is very mysterious, and suggests her discovery may be life-changing.'

To what extent do you agree?

In your response, you could:

- consider the reasons why Alice decides to continue digging
- evaluate how the writer creates a sense of mystery
- support your response with references to the text.

[20 marks]

AO4
Evaluate texts critically and support this with appropriate textual references

Level	**Skills Descriptors**	**How to arrive at a mark**	**Indicative Standard** This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.
Level 4 Perceptive, detailed evaluation 16-20 marks	Shows perceptive and detailed evaluation: • Evaluates critically and in detail the effect(s) on the reader • Shows perceptive understanding of writer's methods • Selects a judicious range of textual detail • Develops a convincing and critical response to the focus of the statement	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	Alice is close to reaching the 'glinting' object that she noticed earlier and continues digging, despite the extreme heat and an aching body. She 'wants to prove herself', suggesting the desperation to convince the others that she is as capable as them, and not 'just' an inadequate 'volunteer', has made her disobey the rules and not report her find. She wants the discovery, and maybe, subconsciously, the glory, to be her own. The writer creates a sense of mystery by using time as a structural feature. Earlier, she'd noticed something and now, 'can't make out what the object is, even how big it is', so we share Alice's vagueness, but later, when the writer switches to future tense, saying 'In the days and weeks to come, Alice will look back to this moment', the reader becomes an outsider. The writer lets us know that in the future, Alice will know something that neither she nor the reader knows now. The object is so significant that she will never forget the life-changing moment she made the decision to continue digging.

Level 3 Clear, relevant evaluation 11-15 marks	Shows clear and relevant evaluation: • Evaluates clearly the effect(s) on the reader • Shows clear understanding of writer's methods • Selects a range of relevant textual references • Makes a clear and relevant response to the focus of the statement	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	Even though it's really hot and she's tired and aching, Alice continues digging because she's close to reaching the 'glinting' object that she noticed earlier. She should tell the others at the main camp but 'wants to prove herself', suggesting she is determined to show them that she can do this without their help. A sense of mystery is created because the details of what she's found are so vague: 'she can't make out what the object is, even how big it is'. The writer also switches tenses, saying 'In the days and weeks to come, Alice will look back to this moment'. This creates a sense of mystery by leaving the end of the source as a cliff-hanger. In the future, Alice will know something that she doesn't at this point, which adds to the mystery. The object changes her life so much that she will never forget the moment she discovered it.
Level 2 Some, evaluation 6-10 marks	Shows some attempts at evaluation: • Makes some evaluative comment(s) on effect(s) on the reader • Shows some understanding of writer's methods • Selects some appropriate textual reference(s) • Makes some response to the focus of the statement	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	I think Alice continues digging because she thinks she's going to get to the 'glinting' object. She's not really allowed to carry on by herself but she does, so I think she just doesn't want to share it. I agree that this part of the story is mysterious because we don't really know what she's found and nor does she: 'she can't make out what the object is, even how big it is'. The story is written as if Alice is telling us, so when it switches time and says 'In the days and weeks to come, Alice will look back to this moment', it does make her discovery sound life-changing.

Level 1 Simple, limited comment 1-5 marks	Shows simple, limited evaluation: • Makes simple, limited evaluative comment(s) on effect(s) on reader • Shows limited understanding of writer's methods • Selects simple, limited textual reference(s) • Makes a simple, limited response to the focus of the statement	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.	Alice carries on digging because she wants to find out what the object is. I agree the story is mysterious because we don't know what she's looking for. It says 'she can't make out what the object is', and we don't know what is going to happen when she finds it.
Level 0 No marks	Nothing to reward.		

AO4 content may include the evaluation of ideas such as:

- Consideration of Alice's reasons for and against continuing to dig
- The vague details of the object itself
- The use of narrative perspective
- Switching tenses to intensify the mystery

0 5 An online competition for story writing is being held, and you have decided to enter.

Either:

Write a story, set in a mountainous area, as suggested by this picture (picture of person sitting on wooden jetty surrounded by mountains):

or

Write a story with the title 'Discovery'.

(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		Skills descriptors	How to arrive at a mark
Level 4 19-24 marks **Compelling, Convincing**	Upper Level 4 22-24 marks	**Content** • Register is convincing and compelling for audience • Assuredly matched to purpose • Extensive and ambitious vocabulary with sustained crafting of linguistic devices **Organisation** • Varied and inventive use of structural features • Writing is compelling, incorporating a range of convincing and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4
	Lower Level 4 19-21 marks	**Content** • Register is convincingly matched to audience • Convincingly matched to purpose • Extensive vocabulary with conscious crafting of linguistic devices **Organisation** • Varied and effective structural features • Writing is highly engaging with a range of developed complex ideas • Consistently coherent use of paragraphs with integrated discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 4

Level 3 13-18 marks **Consistent, Clear**	Upper Level 3 16-18 marks	**Content** • Register is consistently matched to audience • Consistently matched to purpose • Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of successful linguistic devices **Organisation** • Effective use of structural features • Writing is engaging, using a range of, clear connected ideas • Coherent paragraphs with integrated discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3
	Lower Level 3 13-15 marks	**Content** • Register is generally matched to audience • Generally matched to purpose • Vocabulary clearly chosen for effect and appropriate use of linguistic devices **Organisation** • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with range of discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3
Level 2 7-12 marks **Some success**	Upper Level 2 10-12 marks	**Content** • Some sustained attempt to match register to audience • Some sustained attempt to match purpose • Conscious use of vocabulary with some use of linguistic devices **Organisation** • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2

	Lower Level 2 7-9 marks	**Content** • Attempts to match register to audience • Attempts to match purpose • Begins to vary vocabulary with some use of linguistic devices **Organisation** • Attempts to use structural features • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2
Level 1 1-6 marks **Simple, Limited**	Upper Level 1 4-6 marks	**Content** • Simple awareness of register/audience • Simple awareness of purpose • Simple vocabulary; simple linguistic devices **Organisation** • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1
	Lower Level 1 1-3 marks	**Content** • Occasional sense of audience • Occasional sense of purpose • Simple vocabulary **Organisation** • Limited or no evidence of structural features • One or two unlinked ideas • No paragraphs	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have at least one of the skills descriptors for Content and Organisation from the lower range of Level 1
Level 0 No marks	Students will not have offered any meaningful writing to assess. Nothing to reward		

Turn over for AO6 Technical Accuracy skills descriptors

AO6 Technical Accuracy
Students 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	Skills descriptors	How to arrive at a mark
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	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors
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	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors
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	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors

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	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have at least one of the skills descriptors
Level 0 No marks	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	