AQA

KS3
ENGLISH LANGUAGE
Provisional Year 8
Paper 1 Explorations in creative reading and writing
Mark Scheme

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, markers 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.

Please note: The sample responses in each Content Descriptor column are not intended to be complete, full or model answers. Instead, they are there as a guide, to provide you with part of an answer, an indicative extract of a response at the required level. If a student was to continue to develop a response at that standard, they would gain a mark at that level.

There are two, four, five or six marks in each level, dependent upon the question. In higher tariff questions there is a further descriptor dealing with the top of the level.

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 in 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, i.e. 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. 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 4**.

List **four** things from this part of the text about the sweet shop.

[4 marks]

Give 1 mark for each point about the sweet shop:

- Responses must be drawn from lines 1 to 4 of the text
- Responses must be true statements from the extract
- Responses must relate to the **sweetshop**
- Candidates may quote or paraphrase – either 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: • the sweet shop was in Llandaff • the sweet shop was the centre of the boys' lives • the boys visited the sweet shop in 1923 • the boys thought there would be nothing to live for without the sweet shop • the woman who owned the sweet shop was a horror • the boys hated the woman who owned the sweet shop 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 14** of the source:

(Her name was Mrs Pratchett…   …all day long.)

How does the writer use language here to describe Mrs Pratchett?

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	Dahl's use of language creates a picture of a grotesque looking woman who would frighten off most of her customers, even a *'starving tramp'*. The list of adjectives *'grimy', 'black'* and *'foul'* culminates in an overall description of *'disgusting'*, suggesting the idea that being served sweets by this woman was almost nauseating because she was contaminated with germs. However, the short sentence *'But not us'* abruptly changes the mood. Even though everything about Mrs Pratchett is repulsive, the boys were obsessed with sweets and therefore willing to overlook her lack of hygiene. Dahl uses the metaphor *'sweets were our life-blood'* to exaggerate their importance to the boys – without sweets they felt they would literally die.

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	Dahl's use of language creates a picture of a dirty looking woman who would frighten off most of her customers. The list of adjectives *'grimy', 'black'* and *'foul'* builds up into an overall description of *'disgusting'*, suggesting the idea that being served sweets by this woman was revolting because she was covered in germs. However, the short sentence *'But not us'* shows that they were willing to overlook her lack of hygiene because they were so desperate to get their hands on the sweets.
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	Dahl says Mrs Pratchett was a *'disgusting old woman'*. The adjective *'disgusting'* shows that the boys thought she was repulsive. Phrases like *'grimy right hand'* and *'black fingernails'* describe why they felt this way. It gives the effect that she was dirty and they didn't like to think of her hands all over the sweets, although they still bought them.
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	Dahl says Mrs Pratchett was a *'disgusting old woman'*. The word 'disgusting' shows the boys didn't like her serving them sweets.
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 to change mood
• use of, for example, adjectives to enhance description
• the cumulative effect of chosen words and phrases
• employing imagery such as metaphor.

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

This text is a description of an amusing childhood incident.

How has the writer structured the text to bring it to life for the reader?

You could write about:

- why the writer changes the focus as the extract develops from the sweet shop to Mrs Pratchett and then to the classroom
- any other structural features that you think bring it to life for the reader.

[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 narrative perspective is an important structural feature. It is written from the point of view of the boy and his friends. This first-person feature is typical of autobiographical writing which helps the reader to sympathise with the boy against the woman.The text starts with positioning the sweet shop in time and place and shows its importance to the boys; then moves inside to an unflattering description of the owner, Mrs Pratchett: *'a small skinny old hag with a moustache on her upper lip'*; and then switches location to the classroom where the boys discover the dead mouse,

		zooming right in to the hole under the floorboard. At first this seems to be unrelated but then at the end of the text the structure comes full circle and the boys head off to the sweet shop, with the mouse, to get their revenge on Mrs Pratchett. The structure manipulates the reader into siding with the boys because we find out how horrible she is quite early on – *'She never smiled. She never welcomed us'* – and the key sentence *'You can understand why we had it in for Mrs. Pratchett in a big way'* gets the reader onside and waiting for something bad to happen to her. Therefore at the end we feel satisfied, but still on edge because we don't know exactly what happens next.
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	There is interesting structural movement in that the text starts generally with the importance of the sweet shop to the boys; then moves inside to focus specifically on the owner, Mrs Pratchett, who is *'a small skinny old hag with a moustache on her upper lip and a mouth as sour as a green gooseberry'.* It then switches places to the classroom where the boys discover the dead mouse; and then ends by moving back to the outside as the boys head off to the sweet shop, with the mouse, to get their revenge on Mrs Pratchett. This cyclical structure means we have sympathy with the boys' prank because Dahl has already told us how unpleasant Mrs Pratchett is so we think she deserves all she gets at the end.
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 focuses our attention on the sweet shop in the first paragraph and shows the reader how important it is to the boys. The text then moves on to focus on the owner, Mrs Pratchett, and we learn that she is horrible to her customers and has *'a mouth as sour as a green gooseberry'.* When the boys decide to play a prank on her with the dead mouse at the end of the text we are glad because we know what she's like.
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 sweet shop first which sets the scene and then moves on to talk about Mrs Pratchett and then what the boys do in the classroom.

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 change of structural focus from the sweet shop to Mrs Pratchett and then to the classroom
- the order we are told information and the cyclical structure of the text
- how the structure manipulates the reader into siding with the boys against Mrs Pratchett

0 4 Focus this part of your answer on the second half of the source, **from line 26 to the end.**

Roald Dahl once said: 'Every writer in the world has to use characters that have something interesting about them.'

To what extent do you agree that the characters in this extract have something interesting about them?

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 the writer's choices • Selects a range of relevant quotations to validate views	In my view I agree that the characters in this extract do have what Dahl was trying to do with them – which is have something interesting about them.The boys are interesting because they treat Roald Dahl as if he's a hero. He devises The Great Mouse Plot after Thwaites says he doesn't know what to do, so the structure of the writing suggests that Dahl is more intelligent and therefore worthy of their admiration. When the *'sheer genius of the plot'* sinks in, the boys stare at him *'in wonder'*, suggesting they are looking up

			to him like he is some great mastermind and they are in awe of him. Dahl obviously thinks he's wonderful as well, which creates an amusing tone. He talks about having a moment of *'brilliance and glory'* and says *'It was I and I alone who had the idea'.* The repetition of *'I'* makes the reader think he's big-headed, as if he feels he deserves all the hero worship he gets.
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 the writer's choices • Selects some relevant quotations to support views	Yes I agree that the characters are interesting, especially the way they interact. Thwaites doesn't know what to do with the mouse but then Dahl has the idea of playing the prank on Mrs Pratchett. The order of this makes Dahl seem more intelligent than Thwaites. When the *'sheer genius of the plot'* sinks in, the other boys stare at him *'in wonder'.* The word *'wonder'* suggests they are looking up to him like he is their hero. The reader finds it funny because they cheer and dance round the classroom. It's also funny when Dahl says it was a *'moment of brilliance and glory'*, because he thinks he's intelligent as well and he's being big-headed.
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 the writer's methods • Selects some quotations , which occasionally support views	I sort of agree. The characters are good, especially Roald Dahl and Thwaites because they say more and stand out from the other three boys who don't have names. Thwaites doesn't know what to do with the mouse but then Dahl has the idea of playing a prank on Mrs Pratchett. He makes us understand how clever he is by saying *'It was I and I alone who had the idea for the great and daring Mouse Plot'.* The word *'daring'* shows us he thinks he's being very brave.

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 the writer's methods • Simple references or textual details	I too think the characters are good because you can see what they are like. Roald Dahl is clever because he comes up with the mouse plan. He says the mouse was *'an exciting discovery'*.
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 individual characteristics of the boys, their actions and reactions to the Great Mouse Plot
- interactions between the characters – the dynamic between the boys
- how Dahl has used, for example, language, structure and tone to make an impression on the reader.

Section B: Writing

0 5   A local author is leading a new initiative in your neighbourhood to get young people writing creatively. She wants to select the best ones to put in an anthology of stories.

Either: Write a story in which this character features: *(picture of an old woman in glasses)*

Or: Write a story about a character involved in playing a trick or practical joke on someone.

(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.