



GCSE MARKING SCHEME

ENGLISH / ENGLISH LANGUAGE (ENGLAND)

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE ENGLISH / ENGLISH LANGUAGE (ENGLAND). They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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UNIT 1: READING – FOUNDATION TIER (40 marks)

Read the newspaper article on the opposite page titled ‘Television and Young Children’.

Q.1 List ten reasons why watching television can be good for young children, according to the article. **[10]**

This question tests the ability to read and understand texts and select material appropriate to purpose.

Award **one** mark for each of the following **to a maximum of 10**:

- helpful to the way children grow and develop
- it can develop number skills
- assist in learning language skills
- introduction to basic science skills
- helps children to learn basic skills (at primary school)
- parents watch/discuss television programmes with their children
- children learn to be creative/use their imagination
- develop interest in music/get children singing/learn about musical instruments
- increase a child’s range of interests/learn wide range of topics (e.g. history)
- get children involved with characters and stories
- help children to understand shapes and colours
- gives children some basic knowledge of Spanish/learn a new language
- allows children a chance to relax
- helps get children off to bed and off to sleep

Now read the first page of the blog in the separate Resource Material 'A Weekend to Forget'.

Q.2 Why did Claire Powell decide to ban television for the weekend? [10]

This question tests the ability to read and understand texts and select material appropriate to purpose, and to develop and sustain interpretation of writers' ideas and perspective.

0 marks: nothing worthy of credit.

Give 1 mark to candidates who struggle to engage with the text and or question.

Give 2-4 marks, according to quality, to those who copy unselectively, make unsupported assertions or make simple comments with occasional reference to the text.

Give 5-7 marks, according to quality, to those who focus on the question and make some relevant comments using appropriate selection from the text.

Give 8-10 marks, according to quality, to those who select appropriate detail from the text and make a range of valid comments. Better answers will track through the text, covering the range of overview areas.

Some points that candidates may explore:

- she read a report outlining problems caused by children who watch too much TV;
- worries that her children watch a lot of television;
- to control how much television her children watch;
- to see how they would cope as a family;
- felt it was a chance to talk more to her husband over the weekend;
- an opportunity for quality family time;
- thought it might be fun;
- weekends had become boring/revolve around watching television;
- heard report that children watching over 3 hours TV are more likely to fight and tell lies;
- wants to avoid this type of behaviour;
- would allow her more chance to interact with her children;
- challenged by Vicky who doesn't think they will cope/wants to prove her wrong;
- Vicky had seen her own children's behaviour improve;
- good weather forecast made her mind up.

Overview:

- she is a caring/strict mother;
- she wants the best for her family;
- she wants to improve the quality of her children's lives;
- it is beneficial to family relationships.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Now read the second page of the blog.

Q.3 In this part of the text, how does Claire Powell make it clear that the television ban ruined the weekend?

You should write about:

- what happens;
- the words and phrases used.

[10]

This question tests the ability to read and understand texts and to develop and sustain interpretations of writers' ideas and perspectives. It also tests how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

0 marks: nothing worthy of credit.

Give 1 mark to candidates who struggle to engage with the text and/or question.

Give 2-4 marks, according to quality, to those who copy unselectively, make unsupported assertions or make simple comments with occasional references to the article.

Give 5-7 marks, according to quality, to those who give some impressions supported by appropriate references to the article, and begin to address the issue of how.

Give 8-10 marks, according to quality, to those who give a range of valid impressions based on appropriate references from the text and explore in detail how the writer makes it clear it was a difficult weekend for the family. Better responses will explore the writer's use of language and the issue of how more securely.

Some points that candidates may explore:

What happens:

- she has initial doubts - 'I should have listened to them';
- children clearly not enthusiastic/committed – arguing when weekend starts;
- Zara moaning and waving goodbye to Peppa Pig;
- best efforts to entertain worked, but still complaints about no television;
- disastrous trip to park;
- husband and William unhappy about missing the rugby;
- alternative entertainment of hide and seek did not go well;
- William burst into tears because his television had been taken away;
- television free evening for husband and wife did not go well – Scrabble, etc.;
- husband unhappy about missing Match of the Day;
- Sunday not successful – parents made her feel guilty;
- all of the family said it had been a failure (Zara, 'horrible weekend', William, 'most boring weekend', husband, 'waste of time');
- final conclusion that no television creates more problems than too much television.

The words and phrases used:

- words selected to express failure of the weekend: mumbblings, moaning, another disaster, more upset, tense evening, horrible/boring weekend, waste of time etc.;
- tension created by short sentences – 'Another disaster' etc.;
- real sense of blame towards her 'made me feel worse';
- she clearly feels guilty about the wasted weekend.

Overview:

- continual sense of failure - everything she does seems to go wrong;
- so predictable – makes it humorous;
- ironic sense of humour.

Remember how is partly a matter of content, language and method.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Use information from both texts to answer the following questions.

Q.4 Compare and contrast what the texts say about:

- the possible problems caused if children watch too much television; [5]
- how to control young children's viewing habits. [5]

You must make it clear from which text you get your information.

This question tests the ability to read and understand texts, select material appropriate to purpose and the ability to collate material from different sources.

0 marks: nothing worthy of credit.

Give 1 mark to those who struggle to engage with the text or question.

Give 2-4 marks, according to quality, to those who copy unselectively, make unsupported assertions (lacking in detail) or make simple comments with limited references to the texts.

Give 5-7 marks, according to quality, to those who use both texts to make some simple comments and appropriate selection from the texts.

Give 8-10 marks, according to quality, to those who make valid comments based on a range of appropriate details from the texts. Better responses will make links/collate the information clearly.

The possible problems caused if children watch too much television:

Newspaper article:

- increased risk of health problems
- children are more likely to be badly behaved if they watch too much television
- used as an excuse for parents not to play and talk to their children

Blog:

- health and behaviour problems can occur
- weekends become boring/revolve around television
- don't go out as a family
- more likely to fight and tell lies
- families don't interact or talk

How to control children's viewing habits

Newspaper article:

- limit the amount of time they watch TV
- check which programmes they are watching
- watch programmes with them and discuss the content
- control when the television is turned on/control the remote
- turn the TV off when it is not being watched

Blog:

- have a television free weekend
- turn off during mealtimes
- turn off when doing homework
- turn off when no one is watching
- remove televisions from bedrooms
- have fun alternatives
 - books, hide and seek, games
 - go to the park and feed the ducks

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

UNIT 1: READING — HIGHER TIER (40 marks)

Read the first page of the newspaper article in the separate Resource Material, 'Can sending a cow feed a country?'

Q.1 Why did Paul Heiney think that the *Send a Cow* charity would be a success? [10]

This question tests knowledge and use of text and inference / interpretation. It also tests appreciation of language.

0 marks: nothing worthy of credit.

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the text and/or the question.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text, and/or show awareness of more straightforward implicit meaning. These answers may be thin or tending to be unselective in their choice of textual material.

Give 5-7 marks, according to quality, to those who select appropriate detail from the text to show clear understanding. These answers should be mostly secure in their focus on the question. Better answers should sustain a valid interpretation and be at least beginning to make inferences.

Give 8-10 marks, according to quality, to those who select appropriate detail from the text to sustain a valid interpretation. These answers should be thorough as well as methodical, covering a range of points accurately.

Some points candidates may explore:

- Message on picture – “change a family’s future” – very positive / marketing;
- Tells us it is a simple idea – “so easy to achieve”;
- “group of British farmers” – multiple experienced supporters;
- The charity was well supported “generous public support”;
- Clear aim “improve people’s lives”;
- The scheme has “immediate benefits”;
- Family and health benefits - drinking the milk;
- Selling surplus milk – enables a family to gain income;
- Contributing to employment – local labour – growing crops;
- Pay for labour out of surplus milk – every step of the process brings benefits;
- Increased soil fertility – environmental benefits / better crops;
- Thinks that the improvements will be long term “lasting”;
- Confident in the lengthy training which will contribute to its success;
- Feels that the climate is suitable – not what we imagine;
- Confident in the ability of the Ugandan herdsman as they are experienced / trained;
- Donation of first born cow to another family – benefits another family;
- Feels that the investment will double – calf after calf – knock on effect.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Read the rest of the newspaper article.

Q.2 Explain in what ways *Send a Cow* has improved people's lives? [10]

This question tests knowledge and use of text and inference / interpretation. It also tests appreciation of language.

0 marks: nothing worthy of credit.

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the question and/or the text.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text and/or show awareness of more obvious implicit meanings. These answers may be thin or tending to be unselective in their choice of textual material.

Give 5-7 marks, according to quality, to those who reach a valid, sensible explanation based on a range of appropriate evidence from the text. These answers should show understanding and some cohesion.

Give 8-10 marks, according to quality, to those who reach a detailed and well-considered interpretation based on methodical exploration of the text. These answers should be thorough, selective and coherent.

Some points candidates may explore:

- United the family as they worked together to care for the new calf;
- Mud house replaced by brick – benefits living conditions;
- Scheme gives people pride "boasts";
- Health benefits of drinking milk;
- Bought sewing machine – able to invest;
- Industrious/enterprising as they are making uniforms;
- Employing members of the community (who can then provide for another family);
- Brings educational benefits – learning is freedom / pays for education;
- Huge benefit to children's lives (example of graduate crying);
- Builds communities;
- African farming has benefited/food has benefited/improved;
- Animal survival rates have improved which benefits the farmers who own them;
- Inspires families and future generations / "hope and choice" to families;
- Picture shows family who are healthy, happy and close.

Overview:

- The family who own the cow have had social welfare, health and financial benefits;
- Cows enable education for families who can better themselves;
- The cow improves the community with jobs and huge boost to community spirit;
- There is a huge sense of positivity surrounding the cow and this initiative.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Read the internet text on the opposite page, 'Don't follow the herd – don't give a cow for Christmas'.

Q.3 How does Andrew Tyler try to persuade readers that donating an animal is not a good idea? [10]

This question tests the ability to read with insight and engagement, to make appropriate references to text and sustain an interpretation.

0 marks: nothing worthy of credit.

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the question and/or the text.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text and/or show awareness of more obvious implicit meanings/persuasive methods. These answers may be thin or tending to be unselective in their choice of textual material. Inappropriate spotting of devices/jargon without support may be evident.

Give 5-7 marks, according to quality, to those who make valid comments based on a selection of appropriate detail from the text. These answers will probably rely on spotting factual content. Better answers may show some awareness of persuasive method and/or language.

Give 8-10 marks, according to quality, to those who explore the text in detail with close reference to the question, and make valid comments/inferences. The best answers should combine specific detail with overview and show understanding of persuasive methods/language.

Some points candidates may explore:

- **Pun headline** – questions the schemes as fashionable or impulsive;
- Blunt subheading “increase poverty” – shocks us / assertive tone;
- Gives the theory behind the idea but then adds doubt “so it would seem”;
- Describes the initiative as “popular” making it seem like a fad or fashion;
- **Repeats** the subheading and this time explains why it increases poverty / “not a good thing”;
- **Lists** many reasons to support his view...(see paragraph 3);
- Tells us it is damaging to the environment;
- Suggests the scheme brings financial burdens;
- Use of emotive language “grave consequences”;
- Tells us that animals “suffer” and “die”;
- WLT – an **expert** is critical of the scheme / dismiss it as “grossly irresponsible”;
- Suggestion that the whole process is akin to a gimmick “quick money for Charities”;
- Explains that it is “indisputable” that these schemes further poverty and explains why;
- Explains why recipients will struggle with the gift “vets, lameness” etc.;
- Feels that the scheme diverts resources to animals, not people;
- **Lists** many stresses/burdens brought on by the scheme e.g. veterinary treatment;
- **Tells** people to boycott the scheme – again an assertive tone;
- Gives **alternative** projects for people to support;
- Concludes with an honest message to support tree planting but also to reinforce the overall message.

Overview:

- Readers are constantly made to question the scheme and feel guilty for contemplating it;
- The language used is indisputably critical to reinforce Tyler's opposition to the scheme.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Use information from both texts to answer the following question.

Q.4 Compare and contrast what the writers say about:

- what happens to the animals that are sent to Africa;
- the problems these schemes cause for the environment.

You must make it clear from which text you get your information.

[10]

0 marks: nothing worthy of credit (fails to identify texts/writers).

Give 1 mark to those who make simple comments with occasional reference to the texts, or copy unselectively. These answers will struggle to engage with the question and/or the texts.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the texts and/or show awareness of more straightforward implicit meanings. These answers may be thin or tending to be unselective in their choice of textual material.

Give 5-7 marks, according to quality, to those who see a range of valid points and organise the answer clearly and appropriately to collate material from different sources.

Give 8-10 marks, according to quality, to those who see a wide range of valid points and organise the answer clearly and appropriately to collate / compare / cross reference material from different sources. These answers may combine detail and overview.

Some points candidates may explore:

What happens to the animals:

Heiney / Newspaper:

- Animals are healthy – “flourishing herds” / animals seem settled in their new home;
- Animals reproduce (500 cows);
- Animals thrive - survival rate has improved / well looked after / cared;
- Animals become financially / spiritually important (e.g. "cash cow" / "family worked together").

Tyler / Internet text:

- Animals die before reaching their destination / animals suffer;
- Many ailments e.g. lameness, mastitis, scours etc.;
- Animals take the resources needed for people (which causes further human poverty);
- Animals face extremes of weather and are placed in unsuitable environments.

The problems these schemes cause for the environment:

Heiney:

- Pressure on a fragile environment / more food has to be grown;
- Consume too much food and water;
- Methane emissions.

Tyler:

- Environmentally disastrous;
- Leave land barren / land turned into a desert;
- Consume huge amounts of food;
- Quantity of water required (90 litres a day) / deplete water supplies;
- Takes away valuable resources from agriculture;

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

UNIT 2: WRITING – (FOUNDATION TIER (40 marks))

GRADE DESCRIPTORS (QUESTIONS 1 AND 2)

The following descriptors have to be applied using the notion of best-fit and there is no intention to create a hierarchy of writing styles or content. The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition of approach, and examiners must be alert to individual interpretations and judge them on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short, will be self-penalising. Be prepared for the unexpected approach.

N.B. This tier will lead to awards from Grades C-G; the scale allows for performances which are above this on occasion.

For each of Question 1 and 2 you will be awarding two marks:

- content and organisation (13 marks)
- sentence structure, punctuation, spelling (7 marks)

These marks must be recorded at the end of each response in the body of the script, not in the margin. The total mark for each of 1 and 2 (out of 20) should be recorded in the right hand margin and the total for the unit (out of 40) ringed and then transferred to the front cover.

Q.1 There is a plan to close one school or college in your area. It has been suggested that it could be your school or college. You feel strongly about this proposal and decide to write a letter to your local newspaper.

You may wish to write about:

- what you feel about your school/college and why;
- how you would feel if your school/college were to close;
- how the closure would affect you and your family.

Write your letter.

[20]

Content and organisation (13 marks)

0 marks: not worthy of credit.

Band 1 1-6 marks

- **basic awareness** of the **purpose and format** of the task
- **some awareness of the reader** / intended audience
- **some relevant comment** but analysis is basic
- **simple sequencing** of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into **some order**
- **limited attempt to adapt style** to purpose / audience (e.g. degree of formality)
- there is a **limited range of vocabulary** with little variation of word choice for meaning or effect

Band 2 7-9 marks

- shows **awareness of the purpose and format** of the task
- shows **awareness of the reader** / intended audience
- a **sense of purpose** shown in analysis / comment and **some reasons are given** in support of opinions and recommendations
- **sequencing of details** and comments provides coherence
- paragraphs are **logically ordered** and sequenced (e.g. topic sentences are supported by relevant detail)
- a **clear attempt to adapt style** to purpose / audience
- there is **some range of vocabulary**, occasionally selected to convey precise meaning or to create effect

Band 3 10-13 marks

- shows **clear understanding of the purpose** and format of the task
- shows **clear awareness of the reader** / intended audience
- clear sense of purpose shown in analysis / comment; **appropriate reasons given** in support of opinions / ideas
- ideas are shaped into **coherent arguments**
- **paragraphs or sections are used consciously** to structure the writing
- **style is adapted to purpose / audience**
- there is a **range of vocabulary** selected to convey precise meaning or to create effect

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit.

Band 1 1-3 marks

- sentences are mostly **simple or compound**
- compound sentences are **linked or sequenced by conjunctions** such as 'and' or 'so'
- **punctuation (full stops, commas, capital letters to demarcate sentences) is attempted** where appropriate and **with some accuracy**
- the **spelling of simple words is usually accurate**
- **control of tense and agreement is uneven**

Band 2 4-5 marks

- **sentences are varied** and both compound and complex sentences are used
- there is use of **some subordination** to achieve clarity and economy
- **some control of a range of punctuation**, including the punctuation of direct speech
- the **spelling** of simple and polysyllabic words is **usually accurate**
- **control of tense and agreement is generally secure**

Band 3 6-7 marks

- **a range of grammatical structures is used** to vary the length and focus of sentences
- **simple, compound and complex sentences are used** to achieve particular effects
- **a range of punctuation is used accurately** to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- **most spelling**, including that of irregular words, **is usually correct**
- **control of tense and agreement is secure**

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a "best fit" procedure, weaknesses in some areas being compensated by strengths in others.

Additional task-specific guidance

Good answers **may** include some of the following features:

- a clear sense of register and purpose (this is persuasive and aimed at a particular audience)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention/direction of the letter)
- a logical structure within which any relevant information is presented effectively and clearly (for example, the writing is organised methodically into paragraphs)
- a sense of cohesion with material linked effectively (use of connectives/ subordination and topic sentences which are supported by relevant detail)
- a range of appropriate details to illustrate and give substance to suggestions, information and opinions (persuasive use of facts/figures/ideas to support their views about the closure)
- some development of ideas and opinions to give substance to the writing
- positioning and establishing a relationship with the reader such as using a persuasive approach
- ability to move from the general to the particular or vice-versa
- clear understanding of how a letter can be persuasive/appealing
- clear understanding of appropriate layout

Less successful answers **may** be characterised by some of the following features:

- uncertain sense of purpose and register (for example, misjudging the information included or the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of task)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *I like my school so it should not shut*)
- limited awareness of the reader
- a tendency for comments to stay at the level of the 'general' and to lack persuasive details
- limited understanding of the features/layout of a formal letter
- errors are basic and numerous

Q.2 Many schools and colleges have an end of year celebration event or trip. This year students at your school or college have been given the chance to plan their own event or trip. Your teacher has asked you to give a talk to your class giving details about your plans and persuading them to support your ideas.

Write what you would say.

[20]

Content and organisation (13 marks)

0 marks: not worthy of credit.

Band 1 1-6 marks

- **basic awareness** of the **purpose and format** of the task
- **some awareness of the reader** / intended audience
- **some relevant comment** but analysis is basic
- **simple sequencing** of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into **some order**
- **limited attempt to adapt style** to purpose / audience (e.g. degree of formality)
- there is a **limited range of vocabulary** with little variation of word choice for meaning or effect

Band 2 7-9 marks

- shows **awareness of the purpose and format** of the task
- shows **awareness of the reader** / intended audience
- **a sense of purpose** shown in analysis / comment and **some reasons are given** in support of opinions and recommendations
- **sequencing of details** and comments provides coherence
- paragraphs are **logically ordered** and sequenced (e.g. topic sentences are supported by relevant detail)
- **a clear attempt to adapt style** to purpose / audience
- there is **some range of vocabulary**, occasionally selected to convey precise meaning or to create effect

Band 3 10-13 marks

- shows **clear understanding of the purpose** and format of the task
- shows **clear awareness of the reader** / intended audience
- clear sense of purpose shown in analysis / comment; **appropriate reasons given** in support of opinions / ideas
- ideas are shaped into **coherent arguments**
- **paragraphs or sections are used consciously** to structure the writing
- **style is adapted to purpose / audience**
- there is a **range of vocabulary** selected to convey precise meaning or to create effect

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit.

Band 1 1-3 marks

- sentences are mostly **simple or compound**
- compound sentences are **linked or sequenced by conjunctions** such as 'and' or 'so'
- **punctuation (full stops, commas, capital letters to demarcate sentences) is attempted** where appropriate and **with some accuracy**
- the **spelling of simple words is usually accurate**
- **control of tense and agreement is uneven**

Band 2 4-5 marks

- **sentences are varied** and both compound and complex sentences are used
- there is use of **some subordination** to achieve clarity and economy
- **some control of a range of punctuation**, including the punctuation of direct speech
- the **spelling** of simple and polysyllabic words **is usually accurate**
- **control of tense and agreement is generally secure**

Band 3 6-7 marks

- **a range of grammatical structures is used** to vary the length and focus of sentences
- **simple, compound and complex sentences are used** to achieve particular effects
- **a range of punctuation is used accurately** to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- **most spelling**, including that of irregular words, is **usually correct**
- **control of tense and agreement is secure**

Additional task-specific guidance

Good answers **may** include some of the following features:

- a clear sense of register and purpose (this is informative/persuasive and aimed at classmates)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention/direction of the speech)
- a logical structure within which any information is presented effectively and clearly (for example, the speech is organised methodically)
- a sense of cohesion with material linked effectively (use of connectives/subordination and topic sentences which are supported by relevant detail)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and information (skilful use of facts/figures/ideas/school experiences)
- some development of ideas and opinions to give substance to the writing
- positioning and establishing a relationship with the reader via devices such as references to shared experience, use of active or passive voice
- clear sense of audience
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- clear understanding of devices which may be used in a speech/talk

Less successful answers **may** be characterised by some of the following features:

- uncertain sense of purpose and register (for example, misjudging the information included or the audience)
- uncertain control of structure (uncertain or random sequencing with an uneasy sense of task)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy use of connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *everyone should stay at school*)
- limited awareness of the reader
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features/layout of a speech/talk
- errors are basic and numerous

UNIT 2: WRITING – HIGHER TIER (40 marks)

GRADE DESCRIPTORS (QUESTIONS 1 AND 2)

The following descriptors have to be applied using the notion of best-fit and there is no intention to create a hierarchy of writing styles or content. The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition of approach, and examiners must be alert to individual interpretations and judge them on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short, will be self-penalising. Be prepared for the unexpected approach.

N.B. This tier will lead to awards from Grades A*-D; the scale allows for performances which fall below this on occasion.

For each of Question 1 and 2 you will be awarding two marks:

- content and organisation (13 marks)
- sentence structure, punctuation, spelling (7 marks)

These marks must be recorded at the end of each response in the body of the script, not in the margin. The total mark for each of 1 and 2 (out of 20) should be recorded in the right hand margin and the total for the unit (out of 40) ringed and then transferred to the front cover. The marks for each question must also be transferred to the front page, as all marks must also be entered onto the EMI system.

- Q.1 Many schools and colleges have an end of year celebration event or trip. This year students at your school/college have been given the chance to plan their own event or trip. Your teacher has asked you to give a talk to your class giving details about your plans and persuading them to support your ideas.

Write what you would say.

[20]

Content and organisation (13 marks)

0 marks: not worthy of credit.

Band 1 1-3 marks

- **basic awareness of the purpose and format** of the task
- **some awareness of the reader** / intended audience
- **some relevant content** despite **uneven coverage** of the topic
- **simple sequencing** of ideas provides some coherence
- paragraphs may be used to show obvious divisions or **group ideas into some order**
- there is a **limited range of vocabulary** with little variation of word choice for meaning or effect

Band 2 4-6 marks

- shows **awareness of the purpose and format** of the task
- shows **awareness of the reader** / intended audience
- **a sense of purpose** shown in content coverage and **some reasons are given** in support of opinions and ideas
- **sequencing of ideas** provides coherence
- paragraphs are **logically ordered** and sequenced (e.g. topic sentences are supported by relevant detail)
- **a clear attempt to adapt style** to purpose / audience
- there is **some range of vocabulary**, occasionally selected to convey precise meaning or to create effect

Band 3 7-9 marks

- shows **clear understanding of the purpose and format** of the task
- shows **clear awareness of the reader** / intended audience
- clear sense of purpose shown in content coverage; **appropriate reasons** given in support of opinions / ideas
- ideas are shaped into **coherent arguments**
- **paragraphs are used consciously** to structure the writing
- **style is adapted** to purpose / audience
- there is **a range of vocabulary** selected to convey precise meaning or to create effect

Band 4 10-13 marks

- shows **sophisticated understanding of the purpose and format** of the task
- shows **sustained awareness of the reader** / intended audience
- **content coverage is well-judged, detailed and pertinent**
- arguments are **convincingly developed and supported** by relevant detail
- ideas are selected and prioritised to construct **sophisticated argument**
- paragraphs are effectively varied in length and structure to **control progression**
- **confident and sophisticated use of a range of stylistic devices** adapted to purpose / audience
- a **wide range of appropriate, ambitious vocabulary** is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit.

Band 1 1 mark

- sentences are mostly **simple or compound**
- compound sentences are **linked or sequenced by conjunctions** such as 'and' or 'so'
- **punctuation (full stops, commas, capital letters to demarcate sentences) is attempted** where appropriate and **with some accuracy**
- the **spelling of simple words is usually accurate**
- **control of tense and agreement is uneven**

Band 2 2-3 marks

- **sentences are varied** and both compound and complex sentences are used
- there is use of **some subordination** to achieve clarity and economy
- **some control of a range of punctuation**, including the punctuation of direct speech
- the **spelling** of simple and polysyllabic words **is usually accurate**
- **control of tense and agreement is generally secure**

Band 3 4-5 marks

- **a range of grammatical structures is used** to vary the length and focus of sentences
- **simple, compound and complex sentences are used** to achieve particular effects
- **a range of punctuation is used accurately** to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- **most spelling**, including that of irregular words, **is usually correct**
- **control of tense and agreement is secure**

Band 4 6-7 marks

- there is **appropriate and effective variation of sentence structure**
- there is a **sophisticated use of simple, compound and complex sentences** to achieve particular effects
- **accurate punctuation** is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- **virtually all spelling**, including that of complex irregular words, **is correct**
- **tense changes are used confidently and purposefully**

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a "best fit" procedure, weaknesses in some areas being compensated by strengths in others.

Additional task-specific guidance

Good answers **may** include some of the following features:

- a sustained sense of register and purpose which meets the requirement for a talk (for example, a lively, opinionated or witty approach, establishing contact with the audience)
- a clear and coherent approach/viewpoint (perhaps looking in detail at some aspects of the topic or ranging more widely)
- a logical structure within which any arguments are pursued effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/anecdotes/experiences)
- clear development of ideas and opinions to give substance to the writing
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, use of active or passive voice and other devices (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific examples from their own educational experiences used within a coherent approach to the topic)
- clear understanding of the features of a talk/speech

Less successful answers **may** be characterised by some of the following features:

- uncertain sense of purpose and register (for example, ignoring the requirement for a talk or misjudging the audience)
- less secure control of structure (uncertain or random sequencing/no clear sense of task)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *everyone should stay at school*)
- limited development of ideas/opinions and a tendency to simple assertion
- very limited awareness of the reader/audience
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features of a talk/speech

Q.2 There is a plan to close one school or college in your area. It has been suggested that it could be your school or college. You feel strongly about this proposal and decide to write a letter to your local newspaper.

Write your letter.

[20]

Content and organisation (13 marks)

0 marks: not worthy of credit.

Band 1 1-3 marks

- **basic awareness of the purpose and format** of the task
- **some awareness of the reader** / intended audience
- **some relevant content** despite **uneven coverage** of the topic
- **simple sequencing** of ideas provides some coherence
- paragraphs may be used to show obvious divisions or **group ideas into some order**
- there is a **limited range of vocabulary** with little variation of word choice for meaning or effect

Band 2 4-6 marks

- shows **awareness of the purpose and format** of the task
- shows **awareness of the reader** / intended audience
- a **sense of purpose** shown in content coverage and **some reasons are given** in support of opinions and ideas
- **sequencing of ideas** provides coherence
- paragraphs are **logically ordered** and sequenced (e.g. topic sentences are supported by relevant detail)
- a **clear attempt to adapt style** to purpose / audience
- there is **some range of vocabulary**, occasionally selected to convey precise meaning or to create effect

Band 3 7-9 marks

- shows **clear understanding of the purpose and format** of the task
- shows **clear awareness of the reader** / intended audience
- clear sense of purpose shown in content coverage; **appropriate reasons** given in support of opinions / ideas
- ideas are shaped into **coherent arguments**
- **paragraphs are used consciously** to structure the writing
- **style is adapted** to purpose / audience
- there is a **range of vocabulary** selected to convey precise meaning or to create effect

Band 4 10-13 marks

- shows **sophisticated understanding of the purpose and format** of the task
- shows **sustained awareness of the reader** / intended audience
- **content coverage is well-judged, detailed and pertinent**
- arguments are **convincingly developed and supported** by relevant detail
- ideas are selected and prioritised to construct **sophisticated argument**
- paragraphs are effectively varied in length and structure to **control progression**
- **confident and sophisticated use of a range of stylistic devices** adapted to purpose/audience
- a **wide range of appropriate, ambitious vocabulary** is used to create effect or convey **precise meaning**

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit.

Band 1 1 mark

- sentences are mostly **simple or compound**
- compound sentences are **linked or sequenced by conjunctions** such as 'and' or 'so'
- **punctuation (full stops, commas, capital letters to demarcate sentences) is attempted** where appropriate and **with some accuracy**
- the **spelling of simple words is usually accurate**
- **control of tense and agreement is uneven**

Band 2 2-3 marks

- **sentences are varied** and both compound and complex sentences are used
- there is use of **some subordination** to achieve clarity and economy
- some **control of a range of punctuation**, including the punctuation of direct speech
- the **spelling** of simple and polysyllabic words is **usually accurate**
- **control of tense and agreement is generally secure**

Band 3 4-5 marks

- **a range of grammatical structures is used** to vary the length and focus of sentences
- **simple, compound and complex sentences are used** to achieve particular effects
- **a range of punctuation is used accurately** to structure sentences and texts, sometimes to create deliberate effects, including parenthetic commas
- **most spelling**, including that of irregular words, **is usually correct**
- **control of tense and agreement is secure**

Band 4 6-7 marks

- there is **appropriate and effective variation of sentence structure**
- there is a **sophisticated use of simple, compound and complex sentences** to achieve particular effects
- **accurate punctuation** is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- **virtually all spelling**, including that of complex irregular words, **is correct**
- **tense changes are used confidently and purposefully**

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a "best fit" procedure, weaknesses in some areas being compensated by strengths in others.

Additional task-specific guidance

Good answers **may** include some of the following features:

- a sustained sense of register and purpose which meets the requirements for a persuasive letter (for example, a lively opinionated or indignant approach)
- a clear and coherent approach (for example, the reader should be in no doubt about the persuasive intention/direction of the letter)
- a logical structure within which any information is presented effectively and clearly (for example, the writing is organised methodically into paragraphs)
- an evident sense of cohesion with material linked effectively (use of connectives/subordination and topic sentences which are supported by relevant detail)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (persuasive use of facts/figures/anecdotes)
- some development of ideas and opinions to give substance to the writing
- positioning and establishing a relationship with the reader via devices such as asides, questions, use of active or passive voice
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- clear understanding of format

Less successful answers **may** be characterised by some of the following features:

- uncertain sense of purpose and register (for example, misjudging the information included or the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of task)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as: *you can close our school as it's rubbish*)
- limited development of ideas/opinions and a tendency to simple assertion
- limited awareness of the reader/audience
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features of a formal letter
- expression lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous



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