



GCSE MARKING SCHEME

ENGLISH/ENGLISH LANGUAGE

NOVEMBER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the November 2013 examination in GCSE ENGLISH/ENGLISH LANGUAGE. 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) – revised 07/11/13

Read the factsheet opposite.

Q.1 List ten threats facing mountain gorillas, according to the factsheet. [10]

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

Award one mark for each correct answer:

- they are an endangered species / only 782 / 880 left in the wild;
- they face their greatest threat from humans;
- they are killed by hunters who sell their heads and hands as trophies;
- they are occasionally killed by leopards;
- their numbers are threatened by poaching;
- wars in the region present a threat to their numbers;
- they have been hunted to sell as pets;
- some hunters try to capture baby gorillas to sell to zoos;
- adult gorillas have been killed defending their young from hunters;
- they are threatened by the loss of their habitat – the forests are being cut down;
- they are threatened by disease brought in by humans;
- even a cold can kill gorillas;
- they have been accidentally caught in traps;
- they are threatened by possible oil exploration in the areas where they live.

Now read the first page of the article ‘Gorilla spotting from a wheelchair’ by Frank Gardner in the separate Resource Material.

Q.2 Explain what Frank Gardner thinks and feels in this part of the text [10]

This question tests the ability to read and understand texts and to select material appropriate to purpose, and to develop and sustain interpretations of writers’ ideas and perspectives.

0 marks – nothing worthy of credit.

Give 1 mark to those 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 text.

Give 5-7 marks, according to quality, to those who make simple comments/inferences using some appropriate selection from the text.

Give 8-10 marks, according to quality, to those who select appropriate detail from across the text to show clear understanding. These answers should be making inferences. For 9 and 10 marks, answers should show clarity of understanding through purposeful selection of relevant material.

Some points candidates may explore:

- he was excited / positive about the trip (“always wanted to see the mountain gorillas”);
- he feels exhausted by the long trip from London;
- he felt regret that he hadn’t gone before he was disabled;
- he thought the declining numbers meant he would never see them;
- he thought the trip was a wonderful chance to see mountain gorillas in their natural habitat;
- he was curious to see how the tour company would cope with his disability;
- he was amused by the difficulties ground staff faced at the airport because he was disabled;
- he was happy to wait outside the airport, watching the birds and enjoying the sun;
- he felt uncomfortable during the drive into the hills;
- he enjoyed the ‘beautiful views’;
- he was surprised at the luxury of Virunga Lodge;
- he kept questioning whether they would actually get to see the gorillas;
- he worried about the physical difficulties of the trip / dropped by porters / can’t get through thick forest.

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

Read the second page of the article [from “At 5am....” to the end of the article].

Q.3 How does Frank Gardner show how wonderful his day was in this part of the text? [10]

This question tests the ability to read and understand texts and select material appropriate to purpose. It also tests how writers use linguistic, grammatical and structural features to achieve effects and engage and influence the reader.

0 marks – nothing worthy of credit.

Give 1 mark to those 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 text.

Give 5-7 marks, according to quality, to those who make simple comments/inferences using some appropriate selection from the text.

Give 8-10 marks, according to quality, to those who make valid comments based on appropriate detail from the text. These answers should be at least beginning to explore 'how', although they may rely on some 'spotting' and listing of key words or quotations. For 9 and 10 marks, answers should probe the language of the text and show clarity of understanding through purposeful selection of relevant material.

Some points candidates may explore:

- from the beginning, the day seems full of promise;
- he enjoyed being carried by the porters – “like some pampered emperor”;
- the photograph suggests he was enjoying the trip;
- as he gets to a clearing, he calls it “the most exciting moment arrived”;
- he says “I hardly dared to breathe”;
- he calls the smell of the animals “that unique musty smell”;
- he was very close to the silverback – just 10 feet away;
- he calls it “an incredible privilege” to stare into the eyes of the gorilla;
- he says he was not scared of the silverback – “I felt no fear”;
- he says he “watched spell-bound” - he was captivated by the spectacle;
- he enjoyed watching the baby gorillas as they “tumbled and frolicked”;
- the baby gorillas came really close to his wheelchair;
- the silverback “stretched out...as if on a sunlounger” - it was relaxed and not troubled at all by the humans;
- he calls it an “enchanted hour of perfect peace”;
- it was ‘magical’.

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

To answer the next question you will need to use both texts.

Q.4 Compare the information given about mountain gorillas in the two texts. Use the following headings for your answer:

- the foods they eat;
- at what age the gorillas become silverbacks;
- the size of the mountain gorilla population.

You must make it clear which text you are referring to.

[10]

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

The foods they eat

Factsheet : plant stems (1) insects (1)

Article : 200 species of plants (1) red ants (1) bamboo shoots (1) wild celery (1)

The age they become silverbacks

Factsheet : 7-9 years (1)

Article : 12 years (1)

The size of the mountain gorilla population

Factsheet : 782 (1) now 880 (1)

Article : 620 in 1989 (1) fewer than 800 (1)

UNIT 1: READING – HIGHER TIER (40 marks)

Read lines 1-23 of the internet essay, 'I love the Grand National – but this was agonising to watch', by Peter Scudamore.

Q.1 According to Peter Scudamore, what is it like to ride in the Grand National? [10]

0 marks: nothing worthy of credit.

Give 1 mark to those who make unsupported assertions or simple comments with occasional reference to the text. 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 with reference to surface features of the text or show some limited development. 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 material from the text to reach a valid response. These answers should show understanding and some cohesion. Better answers should be making inferences.

Give 8-10 marks, according to quality, to those who select appropriate material from the text to reach a well-considered and detailed response. The best answers should be thorough as well as perceptive, covering a range of points with insight and accuracy.

What is it like?

- It is unpredictable
- it is dangerous
- it is frightening
- it is exciting
- it is noisy
- it is chaotic
- it is demanding / challenging
- it is too much for some jockeys / overwhelming

Evidence?

- At first he was in the lead and "moving easily"
- it can go wrong 'suddenly'
- he describes the drop at Becher's Brook as 'notorious'
- when he falls, he rolls himself into a 'tight ball'
- the hooves are a 'deafening thunder' as they approach / he was lucky to be unhurt
- he describes a previous fall as 'crashing'
- it left him with a broken nose and bruises
- the fences are 'big and challenging'
- loose horses are out of control and a danger
- stumbling over a fallen horse is an 'ever-present' fear
- jockeys know they can be badly hurt
- the tension is electric
- the feeling is excitement, anticipation and fear
- in the early part of the race the adrenaline kicks in
- the nerves are 'jangling'
- intensity and emotion can prove too much for the riders

Reward valid alternatives.

Now look at the rest of the internet essay (from lines 24-44).

Q.2 What does Peter Scudamore think and feel about the Grand National in this section of his essay? [10]

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 limited development. These answers may be thin or tending to be unselective in their choice of textual material, or lacking focus/cohesion.

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 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.

Thoughts and feelings?

- he thinks the race is not 'callous or cruel'
- he admits the race is dangerous and 'potentially deadly'
- but he feels that the jockeys know and accept that (an occupational hazard)
- he 'loves' the race
- he feels passionately loyal to the race
- he thinks it is the toughest race in the world / too much for horses
- he thinks that this year was agonising and not a great advertisement for the sport
- he thinks opponents will have 'a field day'
- he thinks that supporters should react 'sensibly and calmly'
- he thinks the conditions were unusual (it was hot and the ground was fast and hard)
- he concedes that the race perhaps should not be run when the ground is so fast
- he thinks the fences should not be made smaller
- he thinks smaller fences are just as dangerous because they are jumped at higher speeds
- he thinks we have to accept risk
- he thinks it is risk which makes the event so compelling
- he feels that if it is made too safe it will destroy the race

Reward valid alternatives.

Now read the newspaper article by Andrew Tyler in the separate Resource Material, 'Calls to ban National after two horses die'.

Q.3 How does Andrew Tyler try to convince his readers that the Grand National should be banned? [10]

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 limited development. These answers may be thin or tending to be unselective in their choice of textual material, or use unsupported / inappropriate spotting of devices.

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, although they may rely on spotting key words and phrases.

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

'How' is partly a matter of content/structure and partly a matter of language/tone. Look for a clear sense of 'how' (a sense of the writer's method) as opposed to simply 'what'.

Some points:

- the headline is dramatic
- the details of the race are shocking (two horses dead and only nineteen finishing out of forty)
- the course is described as 'gruelling'
- Becher's Brook, which has a 7ft drop, is described as 'notorious'
- the reaction of the crowd to the fatal falls is 'gasps of horror'
- he denies that the race is being made safer
- he says it is 'deliberately' hazardous
- it is 'challenging' and 'predictably lethal'
- he lists the dangers (tightly-packed field, long distance and noise)
- he calls it 'depraved'
- he compares it with Spanish bullfighting
- he denounces it as 'animal abuse'
- he calls racing 'bloody' and 'ruthless' (he claims that hundreds are killed or permanently injured)
- the Grand National is 'the most dangerous'
- he says betting is gambling with lives of horses
- he says falling on dry ground is like landing on concrete
- he calls the race 'a disgrace'
- he says it has no future in a civilised society
- he calls it a 'day of shame'
- he insists there will be suffering and death
- the race is 'gruelling' and deaths are 'countless'
- the fences are big and horses are exhausted
- fatalities are 'hugely distressing'
- he quotes figures
- he insists there is no option but to ban it
- pictures illustrate and reinforce his argument

Overview:

- he appeals to emotions (guilt, sympathy and so on)
- he uses examples (graphic detail)
- he uses comparisons
- he uses statistics
- he uses a lot of 'loaded' language / often sensational
- uncompromising, dismissive, mocking tone

Reward valid alternatives.

To answer the next question you will need to refer to both texts.

Q.4 According to these two writers, why is the Grand National dangerous?

Organise your answer into two paragraphs using the following headings:

- **Peter Scudamore's views**
- **Andrew Tyler's views**

[10]

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 limited development. 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 and make cross-references.

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 relevant material from different sources. These answers will be clear and coherent.

Some points:

Scudamore:

- Horses / riders overexcited
- the fences are very big and challenging
- trampled if you fall
- loose horses are a danger
- fallen horses are a danger
- dry ground/high speed are dangerous
- smaller fences make it dangerous
- it is a very tough race and makes demands on horses and riders (close to collapse)

Tyler:

- It is 'deliberately hazardous'
- the field is tightly-packed
- it is a long race (horses exhausted)
- the crowd is noisy
- the course is gruelling and demanding
- there are too many fences
- the fences are too big
- falling on dry ground is like falling on concrete

Reward valid alternatives.

UNIT 2: WRITING (HIGHER TIER) (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 A*-D; 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. The marks for each question must also be transferred to the front page, as all marks must also be entered onto the EMI system.

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

Q.1 A travel magazine has asked for articles about places that offer a good day out.

Write an article for the magazine about the place of your choice.

You could choose one of the following:

- **a town or city;**
- **a place in the countryside;**
- **a place at the seaside.**

[20]

An understanding of purpose, audience and format is particularly important in this type of writing.

Content and organisation (13 marks)

0 marks: nothing written

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)

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:

- clear understanding of format/task
- a sustained sense of register and purpose which meets the requirement for an article (for example, a lively, opinionated or witty approach)
- 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 engagement with 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)
- some development of ideas and opinions to give substance to the writing
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- expression is clear and controlled (the best answers will show ambition and sophistication in expression)

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

- uncertain grasp of task/format
- uncertain sense of purpose and register (for example, ignoring the requirement for a guide)
- very limited awareness of the reader/audience
- less secure control of structure (uncertain or random sequencing)
- content is thin, brief and lacking substance (perhaps uncertain in direction)
- 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 knows people like this place*)
- limited development of ideas/opinions and a tendency to simple assertion
- expression/phrasing lacks fluency and clarity (a tendency to be awkward)

Q.2 You live near a large school. You decide to complain about the behaviour of pupils on their way to and from the school. Write a letter to the Headteacher of the school pointing out your concerns and making suggestions about what could be done to improve the situation.

Write your letter.

[20]

An understanding of purpose, audience and format is particularly important in this type of writing.

Content and organisation (13 marks)

0 marks: nothing written

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)

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:

- clear understanding of format/task
- a sustained sense of register and purpose (this is formal and requires expression of opinion)
- to shared experience, positioning and establishing a relationship with the reader via devices such as references use of active or passive voice (**clear sense of 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 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 (skilful use of facts/figures/ideas)
- some development of ideas and opinions to give substance to the writing (perhaps dealing with alternative views)
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- expression is clear and controlled (the best answers will show ambition and sophistication in expression)

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

- uneasy sense of format/task
- uncertain sense of purpose and register (for example, misjudging the task included or the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of task)
- very limited awareness of the reader/audience
- content is thin, brief and lacking substance (perhaps uncertain in direction)
- 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
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- expression/phrasing lacks fluency and clarity (a tendency to be awkward)

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.

UNIT 2: WRITING (HIGHER TIER) (40 marks)

- Q.1** You live near a large school. You decide to complain about the behaviour of pupils on their way to and from the school.

Write your letter to the Headteacher.

[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:

- clear understanding of format/task
- a sustained sense of register and purpose (this is formal and requires expression of opinion)
- to shared experience, positioning and establishing a relationship with the reader via devices such as references use of active or passive voice (**clear sense of 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 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 (skilful use of facts/figures/ideas)
- some development of ideas and opinions to give substance to the writing (perhaps dealing with alternative views)
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- expression is clear and controlled (the best answers will show ambition and sophistication in expression)

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

- uneasy sense of format/task
- uncertain sense of purpose and register (for example, misjudging the task included or the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of task)
- very limited awareness of the reader/audience
- content is thin, brief and lacking substance (perhaps uncertain in direction)
- 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
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- expression lacks fluency and clarity (a tendency to be awkward)

- Q.2** A travel magazine has asked for articles about places that offer a good day out. Write an article for the magazine about the place of your choice. [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:

- clear understanding of format/task
- a sustained sense of register and purpose which meets the requirement for an article (for example, a lively, opinionated or witty approach)
- 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 engagement with 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)
- some development of ideas and opinions to give **substance** to the writing
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- expression is clear and controlled (the best answers will show ambition and sophistication in expression)

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

- uncertain grasp of task/format
- uncertain sense of purpose and register (for example, ignoring the requirement for a guide)
- very limited awareness of the reader/audience
- less secure control of structure (uncertain or random sequencing)
- content is thin, brief and lacking substance (perhaps uncertain in direction)
- 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 knows people like this place*)
- limited development of ideas/opinions and a tendency to simple assertion
- expression lacks fluency and clarity (a tendency to be awkward)



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