



MARKING SCHEME

SUMMER 2016

**LEVEL 1 / LEVEL 2 CERTIFICATE IN ENGLISH
LANGUAGE – PAPER 2**

9700/02

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**LEVEL 1 / LEVEL 2 CERTIFICATE IN ENGLISH LANGUAGE – PAPER 2
SUMMER 2016 MARK SCHEME**

Look at the Mail *Online* article by Alexandra Williams, ‘*British Climber Miraculously Cheats Death!*’ in the separate resource material. Read up to the end of the first paragraph ‘...cuts and bruises’.

A1. Explain why Alastair Swinton was lucky to escape death. [5]

This question tests knowledge and use of text and inference / interpretation

0 marks: nothing attempted / struggles to engage with the question and/or the text.

Give 1 mark to those who make simple comments with occasional reference to the text or copy unselectively.

Give 2 marks, according to quality, to those who make simple comments based on surface features of the text.

Give 3-4 marks according to quality, to those who make valid comments / inferences based on appropriate detail from the text.

Give 5 marks according to quality, to those who explore the text in detail to reach a range of valid conclusions. These answers may be making inferences.

Some reasons:

- he was swept away by / caught in an avalanche
- he was ‘hurled more than 2000 feet down a steep mountain face / over a cliff’
- he was catapulted over the ‘steepest and smallest’ section of a cliff
- he could have landed on ‘jagged rocks’
- being buried in snow might have killed him / he escaped being buried in snow
- his injuries were limited to ‘cuts and bruises’

Reward valid alternatives.

Read paragraphs 2-5 of the newspaper article by Alexandra Williams up to ...'realised I had survived'.

A2. How does Alastair Swinton try to convey to us what it is like to be caught in an avalanche? [10]

This question tests knowledge and use of text and inference / interpretation. It also tests appreciation of the writer's method and use of language.

0 marks: nothing attempted / fails to engage with question and /or text.

1 mark: fails/struggles to engage with the question and/or the text.

Give 2-3 marks, according to quality, to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 4-5 marks, according to quality, to those who make simple comments based on surface features of the text and/or show some awareness of the writer's method / language choices.

Give 6-7 marks, according to quality, to those who make valid comments / inferences based on appropriate detail from the text. These answers may rely on some spotting of key words or quotations. Better answers will have some focus on method / language choices.

Give 8-10 marks, according to quality, to those who explore the text in detail and make valid comments / inferences. These answers should combine specific detail with overview and be fully engaged with analysis of method / language choices and may address Alastair Swinton's thoughts and feelings.

Some points that candidates may explore:

- it (the avalanche) happened 'silently and unexpectedly' / He fell on his side / He couldn't grasp what was happening
- the mountain 'started cracking into a huge jigsaw of snow blocks'
- he tried to claw at the snow / He frantically tried to 'swim' to the top of the moving slope
- he was desperate / he kept trying to escape / he 'tried and tried' in vain / he couldn't reach the safety of the ridge / he was caught
- he knew he was being swept down / He was being 'catapulted feet first down the mountain'
- all he could see was white / he was 'freefalling in a white prison' / He was 'in free fall'
- he struggled to breathe as he was 'gagged with snow' / he tried to spit it out / he unblocked his mouth with his fingers
- he felt 'gutted' / 'completely gutted' – because he knew he was going to die
- he shouted 'No, no, no'
- he knew how it would end / 'this was my lights out'
- he plummeted over a rock ridge in free fall
- 'It was like being on a roller-coaster, hurtling down'
- he was 'a while in the air before hitting something'
- he thought 'This is really it. I am plunging off a cliff. I am going to die'
- he was flooded with relief when he realised he was safe

Overview:

- short sentences emphasise the drama / tension/ horror / movement / speed of the event
- vivid /dramatic language / images used throughout -*must give examples* (see below). Reward as appropriate
- his desperation to escape is captured by images of swimming against and clawing at the unstable surface, which he does repeatedly - he 'tried and tried'
- images of speed / falling out of control; 'in *free fall*' / he is '*catapulted feet-first* down the mountain' /he is '*freefalling* in a white prison' /'It was like being on a roller-coaster, *hurtling down*' / he was '*a while in the air*' /helpless
- Awareness of his feelings of imprisonment / entrapment – '*in a white prison*'
- there are a number of instances where he thinks he is going to die / shows his feelings of hopelessness / despair: He felt 'gutted' / 'completely gutted' – because he knew he was going to die / 'He knew how it would end' / 'this was my lights out' (*language here*) / 'This is really it. I am plunging off a cliff. I am going to die'
- there are contrasting feelings –desperation then despair and finally relief

Reward valid alternatives.

Look at the internet article *'Avalanche Deaths are Mountain Madness'* by Grace Elder on the opposite page. Read the first five paragraphs from the internet article up to '...preventing accidents in the first place.'

A3. According to the writer, why are there so many accidents in the Scottish Mountains? [10]

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

0 marks: nothing attempted or nothing worthy of credit.

Give 1-3 marks to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 4-5 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.

Give 6-7 marks, according to quality, to those who reach a valid, sensible interpretation, based on a range of appropriate evidence from the text.

Give 8-10 marks, according to quality, to those who reach a detailed and well considered interpretation based on methodical exploration of the text.

Some points that candidates may explore:

- people put selfish pleasures first
- there are protests against any suggestion of restrictions on going into the mountains
- people still 'foolishly' set out, despite avalanche warnings
- people make silly / nonsensical excuses like 'you're also in danger walking on city pavements'
- politicians won't pass laws to keep people safe because they don't want to upset the tourism industry / 'No one in politics is prepared to do anything practical about this madness'
- there are 'sensational press headlines' for car accidents where four die, but not for mountain accidents
- there is a 'veil of silence' over unnecessary deaths
- there is a lack of action from the mountaineering community
- she feels that people know that volunteer rescue teams / police / RAF / Royal Navy will risk their lives trying to save those in trouble
- she feels people don't want anything to stop them
- some (people) are not even deterred by the deaths of their friends
- she feels young victims are persuaded by the propaganda they receive of 'adventure' / They have a 'love of getting together with their friends'
- government money is used to clear up the consequences rather than prevent mountain accidents

Reward valid alternatives.

Read paragraphs 6-10 of the internet article by Grace Elder from ‘Politicians are terrified...’ to ‘....died in those mountains.’

A4. What does Grace Elder suggest can be done to prevent mountain deaths? [5]

This question tests knowledge and use of text and inference / interpretation

0 marks- nothing attempted or nothing worthy of credit.

Give 1 mark according to quality, to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 2 marks, according to quality, to those who make simple comments based on surface features of the text.

Give 3-4 marks, according to quality, to those who make valid comments/inferences based on appropriate detail from the text. These answers may rely on some spotting of key words or quotations.

Give 5 marks, according to quality, to those who explore the text in detail and make valid comments/inferences.

Some points that candidates may explore:

- ‘Fines for those who set out when an avalanche warning is given’
- ‘Insurance should be compulsory’
- people should be reminded ‘of their individual responsibility’
- avalanche areas should be closed at times of greatest risk
- people travelling long distances to visit the Scottish mountains should look at all the available weather warnings before setting out
- mountain rescue teams should spell out the real horrors of it all
- the Mountaineering Council of Scotland’s website should be more realistic / less misleading about the dangers in the mountains / ironic contrast between pretty pictures on website and dangerous reality of mountaineering deaths

Reward valid alternatives

To answer this question you will need to consider both texts.

A5. What do you find out about rescues in the mountains from the two texts? [10]

Organise your answer using the following headings:

- the people involved in the rescues
- the equipment used in the rescues
- the public services that are involved in the rescues

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

- 0 marks: nothing attempted or nothing worthy of credit.
- 1 mark: struggles to engage with the question and/or the text.
- Give 2-3 marks to those who make simple comments with occasional reference to the texts, or copy unselectively.
- Give 4-5 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. Weaker answers could be a jumble of detail.
- Give 6-7 marks according to quality, to those who make valid comments/inferences based on appropriate detail from the texts. Better answers will be organised as instructed.
- Give 8-10 marks according to quality, to those who make valid comments/inferences based on a thorough and organised selection of appropriate detail from the texts. These answers should be coherent and insightful, ranging confidently across both texts.

Some points that candidates may explore:

Alastair Swinton's Rescue:

The people involved	The equipment used	The public services involved
Alastair's two friends / Misha & Ben	mobile phone	
Another group of climbers		
Helicopter crew	helicopter	helicopter rescue service
Mountain rescue volunteers		mountain rescue
hospital staff		hospital

Rescuing climbers in the Scottish mountains:

The people involved	The equipment used	The public services involved
Members of volunteer rescue teams / members of the Glencoe team	stretchers	volunteer rescue teams / the Glencoe team
Specialist volunteers from the R. A. F.	body splints	R.A.F.
N.H.S. staff		the N.H.S.
Policemen / women		Police

Reward valid alternatives

SECTION B

BAND DESCRIPTORS

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.*

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

- content and organisation (14 marks)
- sentence structure, punctuation, spelling (6 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 questions 1 and 2 (out of 20) should be recorded in the right hand margin and the total (out of 40) ringed and then transferred to the front cover.

B1

Content and organisation:

14 marks

0 marks: nothing worthy of credit

Band 1 1-4 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
- some 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 5-7 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 8-10 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 11-14 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:

6 marks

0 marks: nothing worthy of credit

Band 1 1-2 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 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 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 5-6 marks

- there is appropriate and effective variation of sentence structures
- 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 for by strengths in others.

B2

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

Content and organisation:

14 marks

0 marks: nothing worthy of credit

Band 1 **1-4 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 (e.g. comment/analysis not effectively linked to stimulus material)
- 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 **5-7 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. use of sub-headings)
- a clear attempt to adapt style to purpose / audience (e.g. use of conventions of a letter)
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 8-10 marks

- shows clear understanding of the purpose and format of the task (e.g. letter format / response to previous letter)
- shows clear awareness of the reader/intended audience
- clear sense of purpose shown in analysis/comment; appropriate reasons given in support of opinions/recommendations
- Analysis/comment is shaped to support a clearly expressed view point or recommendation (e.g. in a review recommendations are specifically targeted with explicit reasons)
- ideas are shaped into coherent arguments
- paragraphs or sections are used consciously to structure the writing
- style is adapted to purpose/audience (e.g. use of rhetorical devices)
- there is a range of vocabulary selected to convey precise meaning or to create effect

Band 4 11-14 marks

- shows sophisticated understanding of the purpose and format of the task
- shows sustained awareness of the reader/intended audience
- analysis/comment is well-judged, detailed, and pertinent (e.g. comments lead to well-balanced judgements and opinions)
- analysis/comment is convincingly developed and supported by relevant detail
- analysis/comment is selected and prioritised to structure the whole text effectively
- paragraphs are effectively varied in length and structure to control different aspects of comment
- 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:

6 marks

0 marks: nothing worthy of credit

Band 1 1-2 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 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 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 5-6 marks

- there is appropriate and effective variation of sentence structures
- 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 for by strengths in others.

Section B

Additional task-specific guidance

1. 'Opinion' Writing

Good answers may include some of the following features:

- clear understanding of task
- a sustained sense of register and purpose (this is formal and requires expression of opinion)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention/direction of the opinions expressed.)
- 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 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 / over-reliance on the text.
- 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)
- errors are basic and/or numerous

B2. This letter appeared in your local newspaper.

Shows like the X Factor turn out acts that are all the same. It's about TV entertainment not music. In my day we had great bands like the Beatles and the Rolling Stones who were all different.

Alex aged 62

Write a letter in response giving your views about music and entertainment today. [20]

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 a letter (for example, a lively, detailed, chatty or engaging 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 requirements for a letter)
- 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 that people like boy bands*)
- limited development of ideas/opinions and a tendency to simple assertion
- expression lacks fluency and clarity (a tendency to be awkward)
- errors are basic and/or numerous