



GCSE MARKING SCHEME

ENGLISH/ENGLISH LANGUAGE - NEW

SUMMER 2011

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2011 examination in GCSE ENGLISH/ENGLISH LANGUAGE - NEW. 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.

	Page
Reading Higher - Unit 1	1
Writing Higher - Unit 1	5
Reading Foundation - Unit 1	12
Writing Foundation - Unit 1	16

HIGHER TIER UNIT 1: READING (40 marks)

1. What impression does Bill Bryson create of Manchester as a city? [10]

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

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

Give 1 mark to those who make unsupported assertions or simple comments with occasional reference to 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 awareness of implicit meaning.

Give 5-7 marks, according to quality, to those who select and begin to analyse appropriate material from the text to reach a valid response. These answers should be making inferences.

Give 8-10 marks, according to quality, to those who select and analyse appropriate material from the text to reach a well-considered response. The best answers should be thorough as well as perceptive.

Some points the candidates may explore:

Evidence?

- at first, it has an 'attractive big-city feel' / it is 'bustling', if rainy
- it is 'enormous', a 'boundless sprawl'
- it is also full of 'slow-moving traffic'
- the restaurants are 'national chains' with 'dismal food' or hotels with 'pompous description' and overcooked food / Chinatown packed or mediocre
- the streets are 'dank' and 'ill-lit'
- it is an 'urban limbo' with 'indistinguishable streets'
- the Arndale is indoors but 'dead', a 'great dark bulk' and a 'massive impediment' to pedestrians.
- it looks like a huge lavatory and is used for that purpose by some alarming characters
- Chinatown is disappointing
- it has 'no image', it is 'a blank' and 'a city with an airport attached'
- it is in two minds about its place in the world (Castlefield is fake traditional whereas Salford Quays is a 'mini-Dallas', a 'vast urban nowhere')
- the offices and flats seem empty

Impressions? (what is Manchester like ?)

- Negative, hostile, critical, bad
- It is a large city / impersonal
- It is congested
- The restaurants are disappointing in various ways
- It is nondescript and lacking character / no "soul"
- The shopping centre is spectacularly unattractive
- It is threatening and intimidating / unwelcoming
- It has no clear image or identity
- It is depressed, and depressing / dark

Look for those who have a clear overview of the impression the writer is creating. Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

2. **How does Max Davidson try to prove that Manchester is ‘a perfect place for a city break’?**

Think about:

- **what he says**
- **how he says it**

[10]

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

0 marks: nothing attempted or fails 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 2-4 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 techniques.

Give 5-7 marks, according to quality, to those who make valid comments/inferences based on appropriate detail from the text. These answers should be addressing the issue of ‘how’, although they may rely on some spotting of key words or quotations. Better answers will have a clear focus on persuasive technique.

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 be fully engaged with analysis of persuasive technique.

‘How’ is partly a matter of content/structure and partly a matter of language/tone. Look for a clear sense of ‘how’ as opposed to simply ‘what’. The best answers take the ‘extra step’ to analyse the detail rather than spotting it.

Some points the candidates may explore:

- It is a ‘great city’ and lacks ‘pomposity’ and ‘airs and graces’;
- He insists it belongs on the tourist map;
- We would visit in ‘droves’ if it were in France or Germany;
- He says it is ‘accessible’ and ‘reasonably compact’;
- It is ‘blessed’ with a ‘bewildering variety’ of attractions (something for everyone) / a lot indoors;
- It has a number of museums which are ‘superb’ and ‘free’;
- Legoland is a new attraction for families;
- The Metrolink would even delight Londoners;
- It is a city of fashionable innovation (state-of-the-art museums, funky restaurants or seriously cool hotels);
- The Northern Quarter is individual and exciting (wacky boutiques, vegan cafes, dusty record shops);
- The restaurants and bars are stylish and entertaining, cosy and appealing to young people;
- The architecture is a ‘glorious mess’ but John Rylands Library is a ‘masterpiece’;
- The Lowry is ‘intoxicatingly new’ and a ‘riot of modern culture’, including the paintings of Lowry himself;
- The War Museum is ‘superb’, a ‘thrilling space’ and ‘perfect’ for our sceptical age;
- There is the National Football Museum and the Museum of Science and Industry.

Overview:

- It has a range of high-quality attractions to suit every taste (often free);
- It is exciting and modern;
- It also has traditional ‘masterpieces’;
- It is easy to reach and easy to get around;
- Down-to-earth, relaxed, friendly.

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

3. What are Max Davidson's thoughts and feelings about Old Trafford and Manchester United? [10]

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

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

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

Give 2-4 marks, according to quality, to those who make simple comments with reference to surface features of the text.

Give 5-7 marks, according to quality, to those who select appropriate material from the text to reach a valid response.

Give 8-10 marks, according to quality, to those who select appropriate material from the text to reach a well-considered response. These answers should be thorough as well as perceptive.

Thoughts and feelings?

Some points the candidates may explore:

- He thinks it is 'the best' thing about his visit to Manchester / he is a fan / 'sports mad'
- He thinks Old Trafford is 'the Theatre of Dreams'
- He thinks about his 'great memories'
- He admires the statue of the 'Holy Trinity' (a religious experience!)
- He does not like the 'tacky merchandise' in the shop / not for the squeamish
- Mentions the Rooney romper suit
- He thinks anyone would like the museum (because it is a 'celebration' of the role of football in the life of Manchester)
- He thinks the success of Manchester United has inspired Mancunians and made them proud
- He feels 'pure pleasure' in the museum
- The interactive exhibits are 'great'
- It restores his faith in the 'beautiful game'
- He feels thrilled by his 'warm welcome' from Alex Ferguson, no less!
- He feels MUFC is part of his life (overview)

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

4. Compare and contrast what Max Davidson and Bill Bryson think about Manchester.

Organise your answer into three paragraphs, using the following headings:

- the weather
- the restaurants
- the people

[10]

This question tests the ability to select material appropriate to purpose, to collate material from different sources and make cross-references.

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

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

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text. Weaker answers could be a jumble of detail. Better answers should make some clear, if obvious, comparisons and contrasts.

Give 5-7 marks, according to quality, to those who make valid comments based on appropriate detail from the texts. Better answers will show the ability to cross-reference in an organised way.

Give 8-10 marks, according to quality, to those who make valid comments based on a thorough and organised selection of appropriate detail from the texts. The best answers should be coherent and insightful, ranging confidently across both texts.

Some points that candidates may explore:

The weather:

- Both say it is rainy (contrast in how they react);
- Davidson also suggests it is cold (pack your thermals);
- Davidson suggests it is 'unpredictable'.

Bryson = passage
first text

Davidson = article
second text

The restaurants:

Bryson:

- Critical and disappointed (general response);
- Little choice of variety;
- National chains (dismal food and plastic menus);
- Pompous, disappointing hotel dining rooms;
- The restaurant in Chinatown was tatty and the food was just OK.

Davidson:

- Excited and enthusiastic (general response);
- Plenty of choice;
- Vegan cafes;
- restaurants are as 'super-stylish' or 'funky';
- packed and lively with music;
- cosy.

The people:

Bryson:

- He was not impressed (general response);
- The waitress was 'surly';
- The young men were threatening and disgusting (no 'respectable chaps');
- Hurrying pedestrians.

Davidson:

- He admires and likes them (general response);
- The people are willing to laugh at themselves;
- They are down to earth;
- They are proud (of their city and their team);
- They are warm and welcoming (even Sir Alex!).

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

HIGHER TIER UNIT 2: WRITING (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. The Grade C boundary represents half marks.

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.

1. **A supermarket chain is planning to build a new store on land which is currently used by local youngsters to play sport.**

Write a letter to a newspaper giving your views on this plan.

[20]

An understanding of purpose, audience and format is particularly important in this type of writing. As the task is of a functional nature, an understanding of 'real life' uses of English is also important.

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 letter to a newspaper (for example, a lively, opinionated or witty approach);
- a clear and coherent approach (perhaps looking in detail at one aspect of the topic or ranging more widely);
- a logical structure within which any argument is 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 (perhaps involving alternative views);
- 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 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, ignoring the requirement for a letter);
- less secure control of structure (uncertain or random sequencing/no clear sense of argument);
- 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 play a lot of sport*);
- 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 formal letters.

2. **A lot of older people don't use computers or the Internet either because they don't see any value in them or because they are afraid of modern technology. You have been asked to give a talk to a group of older people to persuade them to use computers and the Internet. Write what you would say.** [20]

An understanding of purpose, audience and format is particularly important in this type of writing. As the task is of a functional nature, an understanding of 'real life' uses of English is also important.

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 (this is informative and aimed at an older audience);
- a clear and coherent approach (for example, the reader should be in no doubt about the intention of the talk);
- a logical structure within which any argument is pursued effectively and clearly (for example, the writing is organised methodically into paragraphs with a clear and developing argument);
- 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;
- 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.

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

- uncertain sense of purpose and register (for example, no clear point of view or misjudging the level of formality);
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of argument);
- 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, *you will not like it*);
- very limited awareness of the reader;
- a tendency for comments to stay at the level of the 'general' and to lack specific examples.

FOUNDATION TIER UNIT 1: READING (40 marks)

Look at the first column of the article, 'The very special young lady in Simon Cowell's life'.

1. List ten things that you find out about Sian Tolfree [10]

Award one mark for each correct answer.

- Simon Cowell calls her 'Trouble'
- She shares a 'special bond' with Simon Cowell / good friend
- she is 14 years old
- she first met Simon Cowell when she was seven / known him for seven years
- she met Cheryl Cole, Kate Moss, Leona Lewis
- she was treated like 'the belle of the ball' at Simon's party / was invited to Simon Cowell's party
- she spends time at a children's hospice
- she spent five months at London's Royal Brompton Hospital
- she has spent four months on a life support machine
- she has had 15 heart operations / major heart surgery
- she spent a lot of time watching Pop Idol whilst recovering / enjoys Simon Cowell's antics / Simon Cowell was her favourite judge
- she asked Simon Cowell if she could audition / sang 'Reach for the Stars'
- she has DiGeorge syndrome
- she suffers from major heart and lung problems
- she was invited to choose any clothes she wanted, to go to Simon's 50th birthday party
- she chose to go to the party in 'something glittery'

Now look at the second column (from 'Joining Sian in her chat ...').

2. What do you learn about Simon Cowell's friendship with Sian and her family?
[10]

0-1 mark - Question not attempted or candidates 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 will make some simple comments/inferences and 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 responses will track the text securely.

Some points candidates may explore:

Overview/Comments/Inferences

The relationship they have is:

- close / strong / good;
- fun / playful;
- important to Sian and the family etc.

His behaviour towards her and her family is:

- caring / kind / thoughtful / concerned;
- helpful / generous / supportive;
- reliable / loyal / always there for her etc.

Textual details candidates may use and/or explore:

- he has a 'natural, jokey relationship' with them;
- he had given Sian his dressing room when she went to see X Factor;
- he regularly sent emails and cards to ask how she was – showed his concern;
- Sian now goes to watch the X Factor every year – sometimes twice a year;
- they tease each other when they are together;
- he told Sian's mother to ask if she needed anything – he wanted to help;
- he has never let her down;
- he always responds quickly to Sian's phone calls or texts;
- he's shown 'huge generosity' to the family;
- he's prepared to pay for Sian's treatment in the US if it becomes necessary;
- he's told the family he 'will do anything' to help them;
- his friendship has helped Sian's 'spirit';
- his friendship with the family has touched others too – godparents and locals;
- his friendship has made the family 'feel like millionaires'.

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

Now look at the extract from Simon Cowell's autobiography on the opposite page. Look at the first two paragraphs of the passage.

- 3. Simon Cowell admits he's rude. What explanations does he give for his behaviour? [5]**

Some points that candidates may explore and comment on:

- he's rude, partly because people now expect him to be rude / he's become famous for it;
- he says he's just being honest / he only says what he's thinking / he is 'being himself';
- his views give contestants 'a reality check';
- he says his rudeness/honesty is fun for the viewers – and for him;
- he wants contestants to realise it's hard to break into the music business;
- his `rudeness` reflects the music business.

Now look at the last paragraph of the passage.

- 4. List five reasons, according to Simon Cowell, why anyone who wants to be a star should keep reading his book. [5]**

Some points that candidates may explore:

- he's turned 'hopefuls into global pop stars' / he has the experience;
- he will 'take you behind the scenes' / 'share secrets';
- he can 'show you what it takes to make it to the top' / make you famous;
- you'll learn 'how to develop your skills';
- you'll learn how to handle an audition;
- you can learn how to stand out from the crowd;
- the book offers the right guidance / my guidance;
- he is 'the only man on earth' who can tell readers all this.

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

5. These two texts give very different impressions of Simon Cowell. What impressions does each text give of him?

You should organise your answer under two headings:

(a) the magazine article.

(b) Simon Cowell's autobiography;

[10]

0-1 mark - Question not attempted or candidates 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 texts.

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

Give 8-10 marks, according to quality, to those who make valid comments based on a range of appropriate detail from the texts. Better responses will make links across the two texts.

Some points that candidates may include in each paragraph:

(a) the magazine article

- positive impression – pleasant / kind / caring / helpful / decent etc.;
- he cares a lot for Sian and has a special relationship with her – 'tease each other' etc.;
- he has a good relationship with Sian's family;
- he's quickly at ease with people;
- he gets on very well with children;
- he never lets Sian down;
- he behaves well – not above himself (photographs and autographs);
- he is generous – will pay for Sian's treatment if necessary;
- his friendship has a positive influence on how people feel (Sian's spirit/godparents etc).

(b) Simon Cowell's autobiography

- Negative impression – he's rude / nasty / unpleasant;
- he thinks he's being honest;
- we get the impression he enjoys giving his opinion / behaving the way he does;
- he wants people to have a realistic view of the music business / he tells it 'like it really is';
- he has made a lot of money;
- he successfully turns 'hopefuls into global pop stars';
- he is bigheaded – he is confident about what he does;
- he holds strong views about the stars – the best and the worst;
- he is the best person to develop and nurture people with talent.

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

FOUNDATION TIER UNIT 2: WRITING (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. The Grade E boundary represents half marks.

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.

1. **A supermarket chain is planning to build a new store on land which is currently used by local youngsters to play sport, and has a children's playground.**

The supermarket chain says that it will create up to 60 jobs and will give shoppers more choices. Those opposing the plan believe it will put local shops out of business and destroy a valuable amenity for youngsters.

The newspaper has invited readers to give their views on the plan.

Write your letter, giving reasons why you support or oppose the plan. You may wish to develop the arguments above, but can also give other views as well.

[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:

- a sustained sense of register and purpose which meets the requirement for a formal letter (for example, an opinionated or earnest approach)
- a clear and coherent approach (perhaps exploring and developing a small number of specific arguments for or against the supermarket plan)
- a logical structure within which relevant information is conveyed 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 suggestions, information and opinions (relevant use of facts/figures/anecdotes)
- some development of ideas and opinions (for example, those opposing the plan could explore effect on specific local businesses, those supporting the plan could explore the impact on job opportunities for young people)
- positioning and establishing a relationship with the reader via devices such as questions, humour, use of active or passive voice
- ability to move from the general to the particular or vice-versa (specific and relevant examples used within a coherent approach to the topic)
- clear understanding of how a letter can be persuasive

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

- uncertain sense of purpose and register (for example, offering arguments both in support and opposition to the supermarket plan or showing limited sense of audience)
- less secure control of structure (uncertain or random sequencing)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- arguments are thin or generalised with little sense of development (for example, a single sentence for each topic such as *it will mean shoppers can buy a wider range of food*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *I don't think we need any more shops in this area*)
- very limited awareness of the reader (for example, little use of direct appeal, rhetorical questions etc)
- 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 that attempts to persuade.

2. **Many older people don't use computers or the internet, either because they don't see any value in them or because they are afraid of modern technology.**

You have been asked to give a talk to a group of older people to persuade them to use computers and the internet.

Write what you would say.

[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:

- a sustained sense of register and purpose (this is informative and aimed at an audience of older people)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention of the article)
- a logical structure within which any argument is pursued effectively and clearly (for example, the writing is organised methodically into paragraphs offering advice and reasons for using computers and the internet)
- 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 (perhaps acknowledging why people are initially anxious about using computers and the internet)
- 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 used within a speech to persuade

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

- uncertain sense of purpose and register (for example, no clear point of view or misjudging the sense of audience)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of argument)
- 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: *Computers can be used to store all your photographs*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *once you use it you'll find it really easy*)
- very limited awareness of the reader
- a tendency for comments to stay at the level of the 'general' and to lack specific examples



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk