



GCSE MARKING SCHEME

ENGLISH/ENGLISH LANGUAGE

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 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.

	Page
Reading - Foundation Tier - Unit 1	1
Reading - Higher Tier - Unit 1	5
Writing - Foundation Tier - Unit 2	9
Writing - Higher Tier - Unit 2	16

FOUNDATION TIER UNIT 1: READING (40 marks)

Q.1 Look at the newspaper article in the separate Resource Material, 'Barnsley boy aims to become next Billy Elliot'.

- (a) How many children were competing for places at the Royal Ballet boarding school? [1]
- (b) At what age did Keenan start ballet dancing? [1]
- (c) List three of the routines Keenan has to practise every day. [3]
- (d) When Keenan goes to the Royal Ballet boarding school, how will he spend his day? [2]
- (e) How many places are available at the Royal Ballet boarding school each year [1]
- (f) How have the children at Keenan's school reacted to his success? [2]

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

Award **one** mark for **each** correct answer.

- (a) 2,400 children (1)
- (b) When he was two and a half (1) **or** age 6 (1) **or** sometime between age 2½ and age 6 (1) (note: max mark =1)
- (c) Ballet (1), tap (1) and jazz routines (1)
- (d) Up to eight hours of dancing lessons (1) four hours of general education (1)
- (e) 22 places (1)
- (f) With delight (1) boys stood up and started clapping (1) some asked for his autograph (1) (note: max = 2)

Reward valid alternatives.

Q.2 What do you learn about Mr and Mrs Faulkner from this newspaper article? [10]

You should include:

- **facts and details about them;**
- **the kind of people they are.**

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.

0-1 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 and some appropriate selection of detail from the text.

Give 8-10 marks, according to quality, to those who make a range of valid comments/inferences based on appropriate detail from the text. These responses will track the text securely.

Some points candidates may explore:

- they will have to raise £100,000 to send their son to the RBS;
- Mr Faulkner earns £15,600 a year at an engineering factory;
- Mr Faulkner is 40 years old / Mrs Faulkner is 37;
- she works as a hospital records clerk;
- they will do everything they can to raise the money for Keenan/they are - determined/single minded to do all they can for him:
 - he will take a second job;
 - he will go on TV to win money;
 - they will re-mortgage the house / take out a second mortgage;
 - he will work seven days a week;
 - they will fund-raise.
- they are ordinary/not wealthy but prepared to take on a huge financial commitment and “be permanently poor”;
- they are proud of their son's achievements;
- they were concerned about the reactions of other children.

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

Q.3 Now look at the article on the opposite page, 'Ambreen Sadiq, Muslim Girl Boxer, aims to combat prejudice to succeed in the ring'.

What impressions do you get of Ambreen Sadiq? How does the writer create these impressions? [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, structural and presentational features to achieve effects and engage and influence the reader.

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 article.

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

Give 8-10 marks, according to quality, to those who give a range of valid impressions based on appropriate references to the text. Better answers will explore the issues of 'how' more securely.

Some points candidates may explore:

Impressions of Ambreen Sadiq:

- she is unusual – she is female and a Muslim, but also a boxing champion;
- she is mentally tough / strong – continued to box in the face of opposition from her community;
- she is talented / dedicated – she won her latest fight / won the national female championship for her age/weight, etc.;
- she is ambitious / determined – she wants to be in the 2012 Olympics;
- her success is winning over some of the Asian community – “there is now an acceptance of what she is doing”;
- she is single-minded – has ignored criticisms:
 - “she’s got the support of her family, friends... that’s all she needs”;
 - “doesn’t listen to negative comments”;
- she changes from a “shy Muslim girl... to a rapid-fire fighting machine”;
- she is affected by the criticism - she gets upset when people talk to her parents and say it’s bad to box;
- she has self-belief – “I think I’m good at it”;
- she wants to prove her critics wrong;
- Martin Utley says there are few other Muslim girls competing at her level.

How these impressions are created:

- the writer uses her coach and Martin Utley to confirm how good she is;
- she is a “rapid-fire fighting machine” – implies her skill and ferocity as a boxer;
- the writer includes the details of the success she has achieved;
- by including Ambreen’s comments, this shows how sensitive to criticism she really is;
- the spokesperson from the MCB shows how rare it is for a Muslim girl to be involved in the sport;
- Martin Utley calls her a “pioneer” – suggesting how unusual and special she is.

Reward valid alternatives.

‘How’ is mostly a matter of content but reward attempts to explore language and method.

Q.4 You should now use details and information from both texts to answer the following questions.

[10]

(a) In what ways is Keenan unusual?

(b) In what ways is Ambreen unusual?

(c) In what ways are Keenan and Ambreen similar?

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

In what ways is Keenan unusual?

- boy ballet dancer;
- from a very ordinary/working class background / a mining town;
- won a place to RBS;
- will move to RB boarding school in London.

In what ways is Ambreen unusual?

- girl boxer;
- a female Muslim boxer is unusual/rare;
- she is a national boxing champion.

In what ways are Keenan and Ambreen similar?

- they are both talented;
- and successful / fulfilling their dreams;
- they are both supported by their family and friends;
- they are both dedicated/they constantly train/practise;
- they both started by going to boxing/ballet with younger brother/sister;
- they have a talent in activities unusual for their gender;
- they come from unlikely backgrounds for their chosen activities;
- they both have obstacles to overcome or they have families who will make sacrifices / take extreme risks for them.

Reward valid alternatives.

HIGHER TIER UNIT 1: READING (40 marks)

Q.1 Look at the first page of the article in the Resource Material: ‘The Rise and Fall of Mr Fox’ by Adam Edwards.

(a) Explain why foxes became so popular.

(b) According to Adam Edwards, why have foxes become so common in towns? [10]

0 marks: nothing attempted or nothing worthy of credit.

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.

Give 5-7 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. These answers should be thorough and coherent.

Some points:

(a)

- his image changed / image “makeover”
- he was thought of as lovable and cute, attractive
- he was seen as a ‘victim of oppression’
- John Masefield’s poem ‘Reynard the Fox’ encouraged a compassionate view of the fox
- the fox has benefited from a successful public relations campaign
- advertisers gave him an image as ‘an amusing fellow’
- Disney sealed his ‘heroic status’ in a cartoon

(b)

- the fox is protected by an army (the ALF), by charities and by law
- he found shelter in suburban gardens
- he can find food in bins and from discarded fast food containers
- there is no shortage of food
- he has got used to humans/ has adapted to the ways of the town
- he has also got used to traffic
- he has no predators, except man

Reward valid alternatives but reward answers which have clarity and coherence.

**Q.2 Now look at the rest of the article by Adam Edwards.
How does Adam Edwards try to turn his readers against foxes?**

[10]

You should track through the article and think about:

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

0 marks: nothing attempted or nothing worthy of credit.

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

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

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.

Some points:

- he claims that the fox has 'casually' thrown away his 'burnished image' (explain);
- he reminds the reader of the attack on the baby twins;
- he claims people realised that the 'lovable' fox had a 'beastly' side / vermin is vermin;
- he brands him as 'a feral chav';
- he brands him as an animal who breeds indiscriminately and eats discarded KFC;
- he lists the fox's crimes (very specific examples including attacks on children and pets);
- the fox is accused of killing for fun;
- words such as 'mauled' and 'savagely' are used to demonise the fox;
- large numbers opposed the ban (not everyone loves foxes);
- he uses the history of the fox in the Bible, in folklore and literature to remind us of its reputation as a cunning thief;
- he warns that that the fox is adaptable and his numbers will rise 'dramatically' if not controlled.

Overview:

- he undermines the loveable image of the fox;
- he demonises the fox;
- he uses a lot of examples / anecdotes (listing);
- he uses loaded language.

Reward valid alternatives.

'How' is partly a matter of content and structure and partly a matter of language and tone. Look for answers which have clarity and coherence.

Q.3 Look at the article on the opposite page: ‘Fantastic Mr *Urban* Fox’ by Professor Stephen Harris.

How does Stephen Harris try to prove that the urban fox has found ‘a place in our hearts’? [10]

Track through the text and think about:

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

0 marks: nothing attempted or nothing worthy of credit.

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

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

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.

Some points:

- the heading calls them “so-called pests”;
- he claims that secretly we ‘love’ urban foxes;
- he admits we can ‘curse’ them sometimes but the ‘hostility’ is ‘just an act’;
- he says we ‘adore’ them;
- he uses the example of how we react to seeing a fox to prove his point (we “stop and stare”);
- he says we ‘marvel’ at them;
- he says they are ‘thoroughly at home’ in our towns and like a ‘little bit of countryside’ which has come to town (a very cosy image);
- he tells us that half of their food is deliberately put out for them by humans;
- one in ten households regularly feed foxes;
- he uses the example of the woman in Bristol to make the relationship between fox and human seem so mutually affectionate;
- they are described as ‘relaxed’ among humans;
- he mentions the ‘wonderful’ picture of the fox on the escalator (we accept them among us);
- he describes our relationship with foxes as a ‘love affair’.

Overview:

- he stresses the closeness of foxes and humans;
- he uses very ‘loaded’ language.

Reward valid alternatives.

‘How’ is partly a matter of content and structure and partly a matter of language and tone. Look for answers which have clarity and coherence.

- Q.4 To answer the following question you will need to use both texts. Compare and contrast what these two texts say about the urban fox. [10]**

Organise your answer under the following headings:

- **the threat foxes are to humans;**
- **the threat foxes are to other animals.**

You must make it clear where you get your information from.

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 nothing worthy of credit.

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

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

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

Give 8-10 marks, according to quality, to those who see a wide range of valid points and organise the answer clearly and appropriately.

Some points:

The threat foxes are to humans

Adam Edwards:

- in general, they are a significant threat;
- they are a serious threat to children;
- they are also a threat to adults;
- they 'attack', 'maul' and bite 'savagely'.

Stephen Harris:

- in general, they are not much of a threat;
- they 'occasionally' take a 'curious nip' at a baby;
- they cause 'no serious injuries';
- they are far less dangerous to children than dogs.

The threat foxes are to other animals

Adam Edwards:

- the fox is a vicious predator / it is a serious threat;
- it kills for fun;
- they kill captive penguins;
- they decapitate flamingos (belonging to the Queen!);
- they kill domestic pets such as rabbits.

Stephen Harris:

- he plays down the threat;
- they eat worms, insects and rats;
- they will eat a 'small pet' such as a rabbit, guinea pig or kitten.

Reward any valid alternatives.

A maximum of 4 marks per section for one writer.

FOUNDATION TIER UNIT 2: WRITING (40 marks)

GRADE DESCRIPTORS

(QUESTIONS 1 & 2)

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

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

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

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

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

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

Q.1 'TV talent shows (such as X Factor) are hugely popular. Some people think they are great because they give unknown people with talent a chance to become famous.

Other people think they are put on so that the TV audience watching can laugh at contestants making fools of themselves.'

Write a letter to a newspaper giving your views on TV talent shows. [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 letter to a newspaper (for example, a lively, opinionated or witty approach)
- a clear and coherent approach/viewpoint (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)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *everyone knows people like talent shows*)
- 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

Q.2 Your local council has decided to improve the image of your area by producing a new guide to what it has to offer.

Write a guide to encourage people to visit the area that you live in. [20]

You could include in your guide:

- places to visit;
- attractions for different age groups;
- other ideas of your own.

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:

- a sustained sense of register and purpose (this is informative and persuasive and aimed at a wide audience)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention of the guide)
- 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
- 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, misjudging the information included or the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of task)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *you will like it or there is a lot to do*)
- very limited awareness of the reader
- a tendency for comments to stay at the level of the 'general' and to lack specific examples

HIGHER TIER UNIT 2: WRITING (40 marks)

GRADE DESCRIPTORS

(QUESTIONS 1 & 2)

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

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

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

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

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

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

Q.1 'TV talent shows (such as X Factor) are hugely popular. Some people think they are great because they give unknown people with talent a chance to become famous.

Other people think they are put on so that the TV audience watching can laugh at contestants making fools of themselves.'

Write a letter to a newspaper giving your views on TV talent shows. [20]

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

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/viewpoint (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)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as everyone knows people like talent shows)
- 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

Q.2. Write a guide to attract tourists to a city or town in your area.

[20]

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

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 persuasive and aimed at a wide audience)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention of the guide)
- 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
- 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, misjudging the information included or the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of task)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *you will like it or it there is a lot to do*)
- 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