



# **GCSE MARKING SCHEME**

**ENGLISH / ENGLISH LANGUAGE**

**JANUARY 2012**

## **INTRODUCTION**

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

	<b>Page</b>
Unit 1 – Reading (Foundation Tier)	1
Unit 1 – Reading (Higher Tier)	5
Unit 2 – Writing (Foundation Tier)	9
Unit 2 – Writing (Higher Tier)	15

## Unit 1 Reading – Foundation Tier

Look at the Beamish Museum leaflet.

- Q.1 (a) List three of the people that visitors might meet in Beamish and talk to about life in the past. [3]
- (b) How many years has the museum been in existence? [1]
- (c) List two places in the museum to see life in Edwardian England. [2]
- (d) List two places in the museum where gifts may be bought. [2]
- (e) List two ways in which Beamish Museum tries to help disabled visitors [2]

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

Award one mark to each correct response

- (a) dentist / school teacher / miners / farmers / engine drivers / pitman's wife (any 3)
- (b) 40 years (1)
- (c) Rebuilt houses and shops / The Town / The sweetshop / Home Farm / Colliery Lamp Cabin / The Pit Village (any 2)
- (d) Gift shop at the Entrance (1) shops in The Town (1)
- (e) Free admission for assistants / free wheelchair loan / accessible toilets in most areas / an accessible bus provides transport around the site (any 2)

## Q.2 How does the leaflet try to persuade you to visit Beamish Museum?

You should include:

- what the leaflet says;
- how it says it;
- the use of photographs.

[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 marks - nothing attempted or nothing worthy of credit.

1 mark - 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 leaflet.

Give 5-7 marks, according to quality, to those who say what is in the leaflet or make simple comments/inferences based on surface features of the text.

Give 8-10 marks, according to quality, to those who make valid comments based on appropriate detail from the text. These answers should be at least beginning to address the issue of 'how', although they may rely on some 'spotting' and listing of key words or quotations. Better responses will probe the language of the text.

'How' is partly a matter of content and partly a matter of style

Some points that candidates may explore and comment on:

- visitors become a part of history – “step back in time”;
- staff are dressed in period costume and you can meet and talk to them;
- you can ride on the restored trams and buses and go on the steam train;
- there are shops of the period to visit;
- you can go down a real drift mine;
- you can eat and shop at various places in the museum;
- the site is accessible to disabled visitors;
- it uses quotes from the Sunday Times;
- the past is “brought vividly to life”;
- there is a “stunning” manor house;
- it has “an excellent range” of food available;
- it invites you to “meet the people who lived and worked in the past”;
- it uses direct address – “you can explore...”;
- it uses imperatives – ““Make sure you visit...”; “Buy..”; “Remember to..”;
- the photographs show authentic rooms and artefacts;
- visitors are shown talking to the dressed up characters;
- photographs show all ages enjoying their visit.

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

Now look at the article, `A day out at Beamish` on the opposite page.

**Q.3 What are the family's thoughts and feelings about their visit to Beamish?**

**You should include:**

- **what the mother liked and disliked about the visit;**
- **why her children enjoyed the visit;**
- **her overall impression.**

**[10]**

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

0 marks – nothing attempted or nothing worthy of credit.

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

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

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

Give 8-10 marks, according to quality, to those who select appropriate detail from the text with some precision to show clear understanding. These answers should range across the whole text.

Some points that candidates may explore:

What the mother liked or disliked:

- plenty to see and do for the whole family / the visit filled a whole day;
- it seemed expensive;
- but she liked being able to visit again at no extra cost;
- the site was in 'stunning' countryside;
- the family were able to wander freely / chat with staff in their period costume;
- there wasn't much shelter around the site;
- she liked the trams;
- The Town was a 'highlight' of their visit / it was like going back a hundred years;
- she wasn't impressed by the cafe – it was packed, pricey and some of the food had sold out;
- she found the mine a bit too authentic – and felt claustrophobic and panicky.

Why the children enjoyed the visit:

- they enjoyed going on the trams/buses;
- **Ben** liked talking to the farmer and making a fuss of the animals;
- **Ben** liked seeing the dentist's tools and hearing about how toothache was treated;
- **Rosie** enjoyed seeing sweets being made;
- **Rosie** joined in a game of hopscotch / they enjoyed the visit to the school;
- **Ben** loved the trip down the mine.

Overall impression:

- definitely worth a visit ("the place is fantastic");
- she would recommend it to any family for a different day out.

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

You should now use details and information from both texts to answer the following question.

**Q.4 Use two columns to list what each text says about:**

- (a) the trams at the museum;
- (b) eating at the museum;
- (c) visiting the mine.

[10]

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

Leaflet	Article
<b>The Trams</b>	
They are relaxing to ride in	Children loved travelling on them / an easy way of getting around / better than walking
'each one carefully restored'	They are painted in their original colours
'six trams, all built between 1900 and 1925'	They come along every 15-20 minutes / no waiting
<b>Eating at the museum</b>	
Excellent range of hot and cold food	Places get packed
Food available at various sites around the museum.	Food can be pricey
The Sun Inn gives you <u>a taste</u> of the Great British pub.	Some food was sold out
<b>Visiting the mine</b>	
You can see the collection of miners' safety lamps	You collect a hard hat and go with a guide
You have to put on a safety helmet	It's a real mine / dark and narrow
It's a <u>real drift mine</u>	You have to walk doubled up / not enough room to stand up
	It can be a memorable experience: Mother found it claustrophobic / Ben enjoyed it

Reward valid alternatives.

## Unit 1 (Reading) – Higher Tier

**Q.1 What thoughts and feelings has Charles Starmer-Smith had about cycling at different stages of his life? [10]**

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

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 text and/or the question.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text, and/or show awareness of more straightforward implicit meaning.

Give 5-7 marks, according to quality, to those who select appropriate detail from the text to show clear understanding. These answers should be making inferences.

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

Some points the candidates may explore:

**As a boy he loved it**

- it was a source of ‘adventure’
- he revelled in the ‘freedom’ / exciting
- he could go fast imagining he was in the Tour de France

**As an adolescent he lost interest**

- he was distracted by girls, guitars and cars
- he no longer thought cycling was ‘cool’
- he thought the bike had ‘limitations’
- a bike couldn’t play music or have a pretty girl in the passenger seat
- he thought his car was better

**As a man he rediscovered cycling**

- he found it exhausting/daunting (he was ‘puffing’ like a man tackling an alpine peak)
- the purchase of new gear makes him feel ‘purposeful’ and ‘ready for anything’
- he feels an “inflated sense” of his “sporting prowess”
- he feels ‘deflated’ when his wife mocks his appearance / feels ridiculous or embarrassed
- he feels smug as he negotiates the busy traffic
- he feels happy/content as he experiences “silence” / a release

Reward valid alternatives.

**Q.2 Explain why Charles Starmer-Smith thinks cycling is a popular and enjoyable activity. [10]**

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

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.

Some points:

- He experiences the outdoors in the early morning / the pleasures of the countryside
- There are no deadlines or delays / liberating
- He can enjoy 'panoramic views' / beauty of nature
- Travel becomes a pleasure in its own right/for its own sake (it is about the journey)
  
- Champions on the track have been an inspiration
- Also on the road (Sky Team led by Bradley Wiggins)
  
- Public transport is overcrowded
- And overpriced
- Cycling offers savings (the Cycle to Work initiative)
  
- It is environmentally friendly (reduces carbon emissions)
  
- Escapism is the 'real draw'
- You don't have to be 'intrepid' or super fit (or take on epic journeys)
- Britain's landscape is 'perfect' (beautiful country but not too hard)
- There is a national cycle network (covers 10,000 miles)

Reward valid alternatives.



**Q.3 How does Deborah Moggach try to prove that ‘anyone with any sense’ cycles in London? [10]**

*This question tests the ability to follow an argument, distinguish between fact and opinion and evaluate how information is presented.*

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/persuasive techniques.

Give 5-7 marks, according to quality, to those who make valid comments/inferences based on a selection of 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.

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.

‘How’ is partly a matter of content and partly a matter of language/structure. The best answers take the ‘extra step’ to comment on the detail and the language choices rather than spotting them.

Some points:

- lots of positive facts about cycling
- she uses personal experience (honest, balanced way but firm opinions)

**She says it is the only way to get around London on time and fast**

- You can beat the rush-hour traffic and the ‘eternal’ gridlock
- You don’t have to experience the ‘miser’ of the tube
- You avoid ‘wall-to-wall’ buses and the ‘hopelessness’ of driving
- You can whizz through London

**It has clear, well-known advantages**

- It’s free
- It’s non-polluting
- It’s a ‘wonderful’ way to keep fit
- It is efficient because arrival times are predictable (you don’t waste your life allowing for delays)

**It gives you freedom and flexibility**

- You can do errands, drop off a parcel, pick up tickets, have a coffee
- You can do these things ‘on impulse’
- You don’t have to fight the city or get ‘hot and frustrated’
- You are not at the mercy of bus drivers or other people’s decisions
- The freedom is addictive (you get ‘hooked’)
- You can always walk if necessary

**It is more interesting and makes the streets safer**

- Side streets are less polluted
- They are also more interesting (off the beaten track)
- As more people cycle, traffic has to accommodate them
- The streets are safer (example of a woman walking home at night)
- Cyclists give the city a ‘human scale’
- No better way to see London
- On a bike you own the city

Reward valid alternatives.

**Q.4 Compare and contrast what these two texts say about the problems and disadvantages of cycling.**

**Organise your answers into two paragraphs, using the following heading:**

- **Charles Starmer Smith**
- **Deborah Moggach**

**[10]**

*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.

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 straightforward implicit meanings.

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 coherently.

**Charles Starmer-Smith**

- It can be expensive (cost a fortune)
- It hasn't always been 'cool'
- You can't play music
- You can't have a 'pretty' passenger next to you
- You can look like a Village People tribute act
- It can be wet
- It can be cold
- It can be tiring
- He plays down the problems (idyllic picture)

**Deborah Moggach**

- It is not easy in big cities
- Inconsiderate, aggressive drivers (cars, buses, 4x4s)
- Arriving sweaty and with 'helmet' hair
- Having to change in an alleyway and looking silly / sexy clothes don't go with cycling
- Torrential rain
- Lack of facilities (few cycle racks)
- Cyclists not allowed to use railings to 'park' their bikes (falling over / damaged)
- It can be frightening
- She is more open about the problems

Reward valid alternatives.

## Unit 2 (Writing) – Foundation Tier

**Q.1** This year's Olympics will rely on volunteers helping out at the Games. Britain will attract competitors and visitors from all over the world. You have decided to apply to be a volunteer.

**Volunteers are required to:**

- help out at the sports venues and the athletes' village;
- look after visitors and competitors;
- make all visitors feel welcome in Britain.

**There will be many applicants. Explain why you should be chosen.**

**Write your letter of application.**

**[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 of application (for example, a suitably formal tone and offering convincing reasons why the writer is a suitable applicant as a volunteer for the Olympic Games)
- a clear and coherent approach (offering a range of skills and aptitudes suitable for the requirements of the job)
- 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 information offered (relevant details of previous volunteer or part-time work)
- some development of ideas (for example, details of involvements with particular sports/sports clubs or knowledge and study of foreign languages)
- positioning and establishing a relationship with the reader (clear sense of audience)
- 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 format
- 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, ignoring the requirements for the role of volunteer 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)
- details are thin or generalised with little sense of development (for example, *I would enjoy meeting people from different countries* but giving little development about how they might be made to feel at ease)
- limited development of why the writer would be a strong candidate as a volunteer and a tendency towards simple assertion (for example, *I do a lot of sports myself so I'd be helpful to all the visitors*)
- very limited awareness of the reader (for example, offering details that would be unrelated to the role of volunteer)
- a tendency for comments about personal strengths and qualities to stay at the level of the general and to lack specific examples
- limited understanding of the features of a letter of application

**Q.2 Write a leaflet aimed at persuading young people not to smoke cigarettes.**

- **The leaflet could include sections on:**
- **Problems caused by smoking;**
- **The benefits of never starting smoking.**

**You can also use other ideas that you think will help to persuade readers. [20]**

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

**Content and organisation (13 marks)**

**0 marks:** nothing written

**Band 1**

**1-6 marks**

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

**Band 2**

**7-9 marks**

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

**Band 3**

**10-13 marks**

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

## ***Sentence structure, punctuation and spelling (7 marks)***

### **Band 1 1-3 marks**

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

### **Band 2 4-5 marks**

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

### **Band 3 6-7 marks**

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

## **Additional task-specific guidance**

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

- a sustained sense of register and purpose (this is informative and aimed at a younger audience)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention of the leaflet)
- a logical structure within which any argument is pursued 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, 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)
- 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 not like it or it is bad for health*)
- very limited awareness of the reader
- a tendency for comments to stay at the level of the 'general' and to lack specific examples



## Unit 2 (Writing) – Higher Tier

- Q.1** The Olympic Games are to be held in London this summer. Some people are very enthusiastic about this event; others are very much against the idea.

**Write a letter to a national newspaper giving your views on the Olympic Games.** [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/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 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

**Q.2 Write a leaflet aimed at persuading young people not to smoke cigarettes.[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

<p><b>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</b></p>
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## 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 a younger audience)
- a clear and coherent approach ( for example, the reader should be in no doubt about the intention of the leaflet)
- a logical structure within which any argument is pursued 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, 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)
- 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 not like it or it is bad for health*)
- very limited awareness of the reader
- a tendency for comments to stay at the level of the 'general' and to lack specific examples



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