



GCSE MARKING SCHEME

**ENGLISH LANGUAGE
(WALES CANDIDATES ONLY)**

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 examination in GCSE ENGLISH LANGUAGE (WALES CANDIDATES ONLY). They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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UNIT 1: READING FOUNDATION TIER (40 marks)

Read the newspaper article ‘The Wonderful Games’.

Q.1 List ten events in which British athletes won gold medals in the London Olympics, according to the newspaper article. [10]

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

Award one mark for each of the following, **to a maximum of 10:**

- heptathlon
- 10,000 metres
- long jump
- female rowing pairs
- cycling individual time trial
- cycling team sprint
- individual cycling sprint
- double sculls
- boxing
- triathlon
- taekwondo

Q.2 How does the writer try to show that the 2012 London Olympics were a great success?

You should write about:

- **what he says about the Games;**
- **the words and phrases used;**
- **the pictures used;**
- **any other ways the writer tries to show the Games were a great success.**

[10]

This question tests the ability to develop and sustain interpretations of writers' ideas and perspectives. It also tests how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

0 marks: not worthy of credit.

Give 1 mark to those who struggle to engage with the text and/or question.

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

Give 5-7 marks, according to quality, to those who say what is in the article and make some simple comments/inferences and some appropriate selection from the text.

Give 8-10 marks, according to quality, to those who try to prove the games were a great success based on appropriate detail from the text. These responses will track the text securely, and begin to address the question of 'how'. For 9-10, answers should show clarity of understanding through purposeful selection of relevant material.

What he says:

- we are told it was 'spectacular'
- says the country was captured by the excitement
- talks in glowing terms about the opening and closing ceremonies
- gives statistics about how big the Games was – number of sports, venues, countries participating, television audience etc.
- talks about the amazing Saturday night
- often sold out with well-mannered spectators
- heart-warming story of Kath Grainger
- lists a number of British wins – every day another medal to celebrate
- writes about how Usain Bolt thrilled the world
- tells us about Grenada's first gold medal (won by Kirani James)
- the excitement of brothers competing for a gold
- Britain's first taekwondo medal
- describes lasting memories
- symbol of qualities of British life

Words and phrases used:

- 'wonderful games'
- 'spectacular opening ceremony'
- 'musical extravaganza'
- 'magical memories'
- 'amazing Saturday'
- 'thrilled spectators'
- 'gripping ending'
- 'unforgettable'
- 'it has taken our breath away'

Pictures used:

- two of world's greatest athletes together
- excitement/happiness of the gold medal winners
- size of the crowd watching in the stadium

Other ways

- title 'The Wonderful Games'
- rhetorical questions – who will ever forget?
- personalises – everyone will have their memories
- quotes from major figures/supporters – Seb Coe, Colin Jackson, Sir Steve Redgrave
- figures – **4 billion** spectators

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

Read the magazine profile on the opposite page, 'Ellie Simmonds – Superstar'

Q.3 What do you learn about Ellie Simmonds from this profile?

You should include:

- **facts and details about her;**
- **the kind of person she is.**

[10]

This question tests the ability to read and understand text, selecting material appropriate to purpose and to develop and sustain interpretations of writers' ideas.

0 marks: not worthy of credit.

Give one mark to those who struggle to engage with the text and/or question.

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

Give 5-7 marks, according to quality, to those who 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. For 9-10, answers should show clarity of understanding through purposeful selection of relevant material.

Some points that candidates may explore:

Facts and details about her:

- she is a very good/great swimmer
- she won two gold medals in the swimming pool
- Ellie was born with achondroplasia, which restricted her growth
- determined not to be beaten by her brother and three sisters
- she has a brother and three sisters
- learned to cope with other swimmers staring at her
- she moved to Swansea
- needed to make a three hour journey every weekend to see her family
- she was not selected to attend a training camp because she was too young
- she won two gold medals in Beijing
- extra pressure on her to win in London after success in Beijing
- followed a punishing training regime
- no lazy weekends
- had to sacrifice her social life
- swimming dominates everything she does
- holiday times have to be carefully planned
- she has to keep to a strict diet / no junk food
- she beat Victoria Arlen a bigger and stronger girl / overcome a rival
- she has a stamp with her picture on
- a post box in her home town (Aldridge) is painted gold in her honour.

The kind of person she is:

- fierce competitor / has a strong will to win
- doesn't care what others think about her
- determine to overcome difficulties she faces in her life / will not let her disability hold her back
- mentally strong / strong-minded
- prepared to fight for her rights – kicked up a fuss
- she can cope with pressure
- dedicated to her training regime – makes sacrifice to ensure success
- she is a winner.

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

To answer this next question, you must look at both texts.

These questions tests the ability to select material appropriate to purpose, to collate material from different sources and make comparisons and cross references as appropriate.

Q.4 (a) According to the newspaper article and the magazine profile, which competitors won two or more gold medals in the London Olympics in 2012? [5]

Award one mark for each of the following:

- Mo Farah
- Sir Chris Hoy
- Usain Bolt
- David Weir
- Ellie Simmonds

(b) In what ways were the London Olympics and Paralympics similar, according to the two texts? [5]

0 marks: not worthy of credit.

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

Give 2-3 marks, according to quality, to those who will make some simple comments /inferences and some appropriate selection from the text to show similarities.

Give 4-5 marks, according to quality, to those who will make valid comments/inferences based on appropriate detail from the text. These responses draw comparisons.

Some points that candidates may explore:

- both Games were a success
- both had competitors who won more than one gold medal
- both were exciting
- dedicated/determined competitors took part in both
- huge crowds watched both events
- TV audiences for both were thrilled by the Games
- “fierce” competition was seen in both
- British successes in both
- some competitors at both Games had won medals at previous Games
- both had unforgettable moments
- new sporting heroes emerged at both Games
- both had human interest / heart-warming stories.

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

UNIT 1: READING HIGHER TIER (40 marks)

Read the first page of the newspaper article in the Resource Material: 'The Craig Bellamy Enigma' by Louise Taylor.

Q.1 According to this newspaper article, what has Craig Bellamy done to help young people in Sierra Leone? [10]

This question tests reading and understanding text and selecting material appropriate to purpose.

0 marks: nothing worthy of credit.

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

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text and/or show awareness of more obvious 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 reach a valid, sensible explanation based on a range of appropriate evidence from the text. These answers should show understanding and some cohesion. For 7 marks, answers should show clarity of understanding through purposeful selection of relevant material.

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, selective and coherent.

General points:

- he is a regular visitor to a dangerous country / puts himself at risk
- he played football with any children
- he has learned about the country's history, politics and problems
- set up a charity
- donated hundreds of thousands of pounds of his own money (£450,000) / pledged £800,000
- is in it for the 'long run' / totally committed to making a difference
- supported training sessions / given time freely
- made key management decisions about the foundation
- visited individual families
- 1600 boys play and train daily / set up a league / impacted a significant number of young people
- helps children receive a proper education
- ensures young people become involved in their communities / community projects
- teaches the dangers of aids/HIV
- reduced truancy
- supporting girls and amputees
- constant support

Overview:

- he is committed to help / change lives
- he has donated a great deal of his own time and money

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

Now read the second page of the article.

Q.2 What does Louise Taylor think and feel about Craig Bellamy in this part of the text? [10]

This question tests the ability to develop and sustain interpretations of the writer's ideas and perspectives.

0 marks: nothing worthy of credit.

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

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

Give 5-7 marks, according to quality, to those who select appropriate detail from the text to show clear understanding. These answers should be mostly secure in focus on the question. Better answers should sustain a valid interpretation and be at least beginning to make inferences. For 7 marks, answers should show clarity of understanding through purposeful selection of relevant material.

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

Some points candidates may explore:

In general:

- passionate person
- excellent footballer
- misunderstood

In detail:

- he is diligent 'worked tirelessly' determined to 'make a difference'
- he is a particularly dedicated person 'passionate and committed'
- that people misjudge him 'they're wrong' / they make the wrong assumptions about him
- he has grown as a person 'matured a lot'
- he is an excellent player 'top, top professional', 'a winner'
- he can be 'too passionate' prone to losing his temper / cares too much
- he is a great person to work with 'a joy'
- he can be quite a demanding/challenging person 'high maintenance'
- 'exceptional attacking talent' / 'high calibre finishing ability'
- he is generous or self-effacing 'selfless', a 'team player' – different to other players
- almost heroic in face of injuries 'bravely battled back'
- longevity 'play at a top level'
- affable and pleasant person 'easy connections with children' 'family orientated'
- 'warmth' 'perceptiveness'
- sincerity shone through – involved with less fortunate
- quotes David Bishop 'down to earth' / completely himself
- generous, 'does a lot of charity work'
- he is normal 'drunk once in a blue moon'
- ability to be foolish 'reckless'

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

Now read the essay on the opposite page written by James Lawton.

Q.3 James Lawton clearly admires the Olympic Games and the competitors. How does he show his admiration? [10]

This question tests the ability to explain and evaluate how writers use linguistics, grammatical structure and presentational features to achieve effects and engage and influence the reader.

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. For 7 marks, answers should show clarity of understanding through purposeful selection of relevant material.

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 candidates may explore:

- use of derogatory tone to describe footballers 'offensive' in comparison to Olympians
- Olympians as role models
- 'joy and excitement' brought a wave of positivity
- people 'touched' by the Olympics suggests a huge worldwide impact
- 'sharp contrast' his admiration is increased when considering football
- 'not disappear with the flame' strong desire for the Olympic ethos to remain – might link to prayer
- Olympics 'a breath of fresh air'
- positive language throughout 'thrilling, brilliant'
- audience mesmerised by 'unforgettable grace' – courtesy / compassion of athletes
- 'mountain of medals' admires the huge British achievements
- Olympians 'truly inspirational'
- Lawton impressed by their commitment 'sacrifices'
- athletes show perseverance and determination 'train relentlessly'
- rhetorical questions 'Did we see... Did we hear...' emphasise the lack of bad press
- definite passion 'fierce competition' 'brilliant' performance
- Lawton captivated by the Olympics 'irresistible'
- they were played in the right spirit complete approval / admiration
- comparison of footballers' wages to Olympians suggests Olympians compete for love of their sport
- Olympians are not greedy, selfish, spoilt.

Method:

- constant use of positive language to describe the Olympians
- shocking / extreme contrast between 'mediocre footballers' and 'brilliant individuals'
- reiteration of the positive / negative role models
- relentless criticism of footballers
- exploration of the image of the flame.

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

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

Q.4 What impression do these two texts give of footballers?

[10]

Organise your answer under the following heading:

- **The impressions given by James Lawton;**
- **The impressions given by Louise Taylor.**

This question tests reading and understanding texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.

0 marks: nothing attempted or nothing worthy of credit (fails to identify texts/writers)

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

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

Give 5-7 marks, according to quality, to those who see a range of valid points and organise the answer clearly and appropriately to collate material from different sources. For 7 marks, answers should show clarity of understanding through purposeful selection of relevant material.

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

Lawton:

- overpaid, obsessed with the pursuit of wealth, million pound homes
- poor role models – don't set a good example
- unskilled, mediocre players
- many undesirable qualities – cheating, offensive, greedy, bad behaviour, destructive attitudes
- cause trouble on the pitch – racism, bad language / foul mouthed, fighting
- cause trouble off the pitch – lawlessness, trouble, affairs, Twitter rows, drunken brawls
- some are positive and charitable (Bellamy, Drogba)
- overrated / awful in comparison to the Olympians

Taylor:

- aggressive idiots / fiery
- care for each other / loyal / look out for each other
- selfish / not selfless / not team players
- stand back / self-obsessed / indifferent
- rude / immature
- reckless stupid drunks.

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

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

GRADE DESCRIPTORS (QUESTIONS 1 AND 2)

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

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

N.B. This tier will lead to awards from Grades 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.

UNIT 2: WRITING FOUNDATION TIER (40 marks)

Q.1 The Government is planning to make all students stay in school/college until the age of 18.

Write the speech you would give to your class on this subject.

You might like to think about:

- why you agree or disagree with this plan;
- your experience of school/college;
- how this plan will affect your future.

[20]

Content and organisation (13 marks)

0 marks: not worthy of credit

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)

0 marks: not worthy of credit

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 parenthetic 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/persuasive and aimed at classmates)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention/direction of the speech)
- a logical structure within which any information is presented effectively and clearly (for example, the speech is organised methodically)
- 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 information (skilful use of facts/figures/ideas/school experiences)
- some development of ideas and opinions to give substance to the writing
- 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 the devices which may be used in an informative speech

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 audience)
- less secure control of structure (uncertain or random sequencing 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, *everyone should stay at school*)
- limited awareness of the reader
- a tendency for comments to stay at the level of the 'general' and to lack specific examples

Q.2 BBC Wales is looking for teenagers to appear on a television programme about their lives and interests. You have decided to apply to appear on the programme.

Write a letter to BBC Wales persuading them to select you for the programme.

You might like to include details about:

- **your personality;**
- **interests and hobbies;**
- **details of any amusing, embarrassing or interesting things that have happened to you which can be used on the programme.** [20]

Content and organisation (13 marks)

0 marks: not worthy of credit

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)

0 marks: not worthy of credit

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 parenthetic 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 persuasive and aimed at a particular audience so a lively, engaging tone would be expected)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention/direction of the letter)
- a logical structure within which any relevant 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 suggestions, information and opinions (persuasive use of facts/figures/ideas)
- some development of ideas and opinions to give substance to the writing
- positioning and establishing a relationship with the reader via devices such as clear sense of audience using a persuasive approach and devices such as humour and anecdotes
- 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 how a letter can be persuasive
- clear understanding of format

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, *I would be a really good person for the show*)
- limited awareness of the reader
- a tendency for comments to stay at the level of the 'general' and to lack personal details
- limited understanding of the features of a formal letter that attempts to persuade

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

GRADE DESCRIPTORS (QUESTIONS 1 AND 2)

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

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

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

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

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

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

UNIT 2: WRITING HIGHER TIER (40 marks)

Q.1 BBC Wales is looking for teenagers to appear on a television programme about their lives and interests. You have decided to apply to appear on the programme.

Write a letter to BBC Wales persuading them to select you for the programme. [20]

Content and organisation (13 marks)

0 marks: not worthy of credit

Band 1 **1-3 marks**

- **basic awareness of the purpose and format** of the task
- **some awareness of the reader** / intended audience
- **some relevant content** despite **uneven coverage** of the topic
- **simple sequencing** of ideas provides some coherence
- paragraphs may be used to show obvious divisions or **group ideas into some order**
- there is a **limited range of vocabulary** with little variation of word choice for meaning or effect

Band 2 **4-6 marks**

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

Band 3 **7-9 marks**

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

Band 4 **10-13 marks**

- shows **sophisticated understanding of the purpose and format** of the task
- shows **sustained awareness of the reader** / intended audience
- **content coverage is well-judged, detailed, and pertinent**
- arguments are **convincingly developed and supported** by relevant detail
- ideas are selected and prioritised to construct **sophisticated argument**
- paragraphs are effectively varied in length and structure to **control progression**
- **confident and sophisticated use of a range of stylistic devices** adapted to purpose/audience
- **a wide range of appropriate, ambitious vocabulary** is used to create effect or convey **precise meaning**

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit

Band 1 1 mark

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

Band 2 2-3 marks

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

Band 3 4-5 marks

- **a range of grammatical structures is used** to vary the length and focus of sentences
- **simple, compound and complex sentences are used** to achieve particular effects
- **a range of punctuation is used accurately** to structure sentences and texts, sometimes to create deliberate effects, including parenthetic 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 requirements for a persuasive letter (for example, a lively opinionated or witty approach)
- a clear and coherent approach (for example, the reader should be in no doubt about the persuasive intention /direction of the letter)
- a logical structure within which any information is presented effectively and clearly (for example, the writing is organised methodically into paragraphs)
- an evident sense of cohesion with material linked effectively (use of connectives/subordination and topic sentences which are supported by relevant detail)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (persuasive use of facts/figures/anecdotes)
- some development of ideas and opinions to give substance to the writing
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, use of active or passive voice
- 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, 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 such as *you should select me because I am talented*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *you will like it or it is hard work*)
- 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 a formal letter

Q.2 The Government is planning to make all students stay in school/college until the age of 18.

Write the speech you would give to your class on this subject. [20]

Content and organisation (13 marks)

0 marks: not worthy of credit

Band 1 1-3 marks

- **basic awareness of the purpose and format** of the task
- **some awareness of the reader** / intended audience
- **some relevant content** despite **uneven coverage** of the topic
- **simple sequencing** of ideas provides some coherence
- paragraphs may be used to show obvious divisions or **group ideas into some order**
- there is a **limited range of vocabulary** with little variation of word choice for meaning or effect

Band 2 4-6 marks

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

Band 3 7-9 marks

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

Band 4 10-13 marks

- shows **sophisticated understanding of the purpose and format** of the task
- shows **sustained awareness of the reader** / intended audience
- **content coverage is well-judged, detailed, and pertinent**
- arguments are **convincingly developed and supported** by relevant detail
- ideas are selected and prioritised to construct **sophisticated argument**
- paragraphs are effectively varied in length and structure to **control progression**
- **confident and sophisticated use of a range of stylistic devices** adapted to purpose/audience
- **a wide range of appropriate, ambitious vocabulary** is used to create effect or convey **precise meaning**

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit

Band 1 1 mark

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

Band 2 2-3 marks

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

Band 3 4-5 marks

- **a range of grammatical structures is used** to vary the length and focus of sentences
- **simple, compound and complex sentences are used** to achieve particular effects
- **a range of punctuation is used accurately** to structure sentences and texts, sometimes to create deliberate effects, including parenthetic 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 talk (this is formal and requires expression of opinion whilst establishing contact with the audience)
- a clear and coherent approach/viewpoint (perhaps looking in detail at some aspects of the topic or ranging more widely, or, for example, the audience should be in no doubt about the intention/direction of the speech)
- a logical structure within which any arguments are pursued effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/anecdotes/ experiences)
- clear development of ideas and opinions to give substance to the writing (perhaps dealing with 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 from their own experiences used within a coherent approach to the topic)
- clear understanding of the features of the task

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 speech or the level of formality)
- less secure control of structure (uncertain or random sequencing/no clear sense of argument)
- content is thin, brief and lacking substance (perhaps uncertain in direction)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *everyone should stay at school*)
- 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 a talk



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