



GCSE MARKING SCHEME

ENGLISH/ENGLISH LANGUAGE

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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
Unit 1 Reading - Foundation Tier	1
Unit 1 Reading - Higher Tier	5
Unit 2 Writing - Foundation Tier	9
Unit 2 Writing - Higher Tier	16

UNIT 1: READING (FOUNDATION TIER) (40 marks)

Read the newspaper article in the separate Resource Material, 'Suspended: 12-year-old boy who earns £200 a day selling chocolate to pals at his school'.

Q.1 Using information in the newspaper article, answer the following questions:

- (a) What TV programmes gave Robbie his idea for earning money? [2]
- (b) List four ways Robbie has been punished for his business activities? [4]
- (c) List two things the school sells to its pupils. [2]
- (d) List two reasons the school gave for punishing Robbie. [2]

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

Award one mark for each of the following correct responses:

- (a) The Apprentice' (1); 'Dragon's Den' (1)
- (b) Sent home for a day/given a warning (1)
10 days of suspensions (1)
parents grounded him (1)
had his phone taken off him (1)
- (c) Healthy snacks (1); dinners/meals (1); water (1)
- (d) It has a strict healthy-eating policy or activities that undermine the healthy eating policy cannot be tolerated (1);
sales between pupils are banned or private selling of goods is not permitted (1).

Q.2 According to the newspaper article, what sort of person is Robbie Twigg?

You should write about:

- **what the writer tells us about Robbie and his activities;**
- **the views of the people mentioned in the article.**

[10]

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

0 marks - 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 text.

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

Some points that candidates may explore and comment on:

What the writer tells us about Robbie and his activities

- he is ambitious / motivated / wants to be a businessman – 'I've got a good business brain'
- he is enterprising / sharp / quick-thinking / sees an opportunity – TV gave him ideas about how to make money
- he is successful – making £200 a day/he sells out each day
- he was persistent / determined – wasn't put off by being punished
- he's a rebel – he carried on selling to classmates even after he was punished
- he is just selling snacks and drinks to fellow pupils – it doesn't sound like a serious offence

The views of the people mentioned in the article

- his parents feel Robbie has been harshly punished by the school / shouldn't miss out on education / not a serious 'crime' / 'just showing a bit of business sense
- they believe he deserves some punishment and have tried to stop him
- the head teacher believes he deserves his punishment because he has broken the rules
- Charlie Mullins admires him and says he is an excellent example to others
- He is critical of the school – he says the school should applaud Robbie's efforts

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

Now read the extract from Alan Sugar's autobiography, 'What You See Is What You Get' on the opposite page.

Q.3 What did Alan Sugar do to start up and then develop his own business? [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 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 text.

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

Give 8-10 marks, according to quality, to those who select appropriate detail from across the whole text to show clear understanding. These answers should be making inferences. For 9-10, answers should show clarity of understanding through purposeful selection of relevant material.

Some points that candidates may explore:

- he used his own money to start up his business / bought a van
- he began by buying aereals and selling them at a profit
- he made a lot of money very quickly - £60 profit a week
- he quickly expanded the range of things he bought and sold / bought radios
- at first he could only buy in small quantities / one box of radios at a time
- his supplier eventually allowed him to buy on credit
- this allowed him to buy and sell in bigger quantities
- which made him even more money
- he was trusted not to let anyone down
- he bought £1000 worth of record-players that needed repairing
- by replacing valves and cleaning them, he sold them quickly, making 125% profit
- this success and profit made him want to find a product nobody else had

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

You should now use both texts to answer the next question.

Q.4 Both texts are about people who have made money. Write about Alan Sugar and Robbie using the following headings:

- what each of them sold;
- problems they had.

In your answer make sure you make it clear which text you are referring to. [10]

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

What each of them sold:

Alan Sugar: car aerials; transistor radios; record-players.

Robbie Twigg: chocolate and crisps; 'snacks'; sweets; chocolate bars and fizzy drinks. (5)

Problems they had:

Alan Sugar: couldn't afford to buy large quantities at first; he wasn't credit-worthy - suppliers would only take cash / no cheques or credit.

Robbie Twigg: the school didn't allow him to sell in school; he got suspended; his parents punished him. (5)

Reward valid alternatives.

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

Look at 'Why I pray for Glastonbury hell' on the opposite page.

Q.1 Explain why Joe Wade hates Glastonbury Festival. [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.

Reward cohesive, coherent responses.

Some points:

- he resents its success
- it is like the Wild West (lawless)
- the people behave badly (stealing tents and their contents)
- they are like a plague of locusts
- the delays in the car park
- he hates the people because they can't admit it is terrible
- they are just there to talk about it later
- or to get 'happy' images of themselves for Facebook (posing!)
- it is boring (milling around all day)
- you can't hear the band, or see them
- there is a crush which prevents movement, except the neck-stretch
- he hates the flags
- massive queues at the bars
- a beer is expensive, watery and in a plastic glass
- it is expensive in money and/or time
- you come back like a combatant from a war zone (tired, bedraggled)

Reward valid alternatives.

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

Look at the first page of 'I Still Love Glastonbury. Here's Why...' in the separate Resource Material.

Q.2 What does Alex Boyce think and feel about Glastonbury Festival in this part of the article? [10]

This question tests the ability to develop and sustain interpretations of the writers' 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 and clearly making inferences.

Thoughts and feelings:

- he loves it
- he enjoys the beautiful countryside
- he admits it is noisy, muddy and not 'sanitary'
- he thinks it is a great opportunity to get away from 'normal' life (to escape television, family, friends, phones and children)
- he thinks it is an opportunity to 'party' (dancing, drinking and listening to great music)
- he thinks you have to leave your cynicism behind to enjoy it fully
- he thinks the 'bill of performing arts' is the biggest and most exciting in the world
- he thinks it is unique (no festival like it)
- he thinks it is remarkably successful
- he thinks it has become a 'commercial juggernaut'
- he thinks admission is reasonable
- he feels less than thrilled about the food and drink
- he still thinks it has 'soul' (an atmosphere he loves)
- he thinks it is 'controlled chaos'
- he thinks you couldn't invent it if it didn't exist (a one-off)
- he thinks it is a national treasure
- he thought it would be free from advertising

Reward valid alternatives.

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

Look at the second page of the article from 'It's also a fantastic place for music', and the pictures.

Q.3 How does Alex Boyce try to convince his readers that they should visit Glastonbury Festival? [10]

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

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/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. These answers should be relevant and purposeful. 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.

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

Some points:

- it is 'fantastic' for music
- it is music of "absolutely every variety" / every taste
- he paints a romantic image of listening to music at Glastonbury
- he 'shivers with joy' at the thought of it
- he claims the memories of musicians he has seen will 'stay forever'
- he describes a variety of musicians as 'magical'
- he suggests that you see 'big names' but also 'really interesting stuff' you did not expect
- he claims you can 'lose yourself' in this 'huge temporary city'
- he lists 'cool things' you can do (unusual, liberating things!)
- he claims there is 'something for everyone' (wide appeal)
- it has 'a magic formula' which has become 'a global phenomenon'
- it is 'the big one', 'the original' and 'the best' (it is special)
- it is a 'rite of passage' for all bands
- Glastonbury makes you nicer and calmer (you don't even shout at Jo Whiley!)
- pictures show scale, colour, enjoyment, excitement
- it is a place of memories
- it is liberating, varied, exciting

Overview:

- he relies on personal experience
- he uses facts and examples
- he paints an attractive picture of fun/freedom
- he emphasises the music
- repetition of 'magic'
- direct address

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

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

Q.4 Compare and contrast what the two texts say about the Glastonbury Festival.

Organise your answer under the following headings:

- (a) the overall cost of going to Glastonbury**
(b) the experience of watching the bands and artists

[10]

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

0 marks: 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 and make cross-references. 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 and make cross-references. These answers should be cohesive as well as thorough, combining overview with appropriate detail.

Some points:

The cost:

Wade:

- the tickets are expensive (£185)
- the beer is 'over the odds'
- it costs as much as a week's holiday
- it is extortionate

Boyce/James:

- admission is 'reasonable'
- drinks are very expensive (£4 for a Pepsi)
- food is also overpriced (bacon rolls and burgers)
- even an ice-cream is £2.50
- a balanced view

Watching the bands and artists:

Wade:

- it is boring
- difficult to see or hear
- crushed in a large crowd
- hardly able to move
- very uncomfortable

Boyce/James:

- it is 'fantastic'
- it can make you 'shiver with joy'
- it is memorable
- it is 'magical'
- the best music is unexpected

Reward valid alternatives.

This is not a checklist and the question 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 following is an extract from a letter from a pensioner to your local newspaper.

Dear Editor,

It's time we raised the legal age for driving to 19. Most accidents involve drivers aged 17 or 18. They drive too fast. They show off to their friends. They play loud music and do not concentrate.

I didn't drive until I was 25 and it didn't do me any harm.

You decide to write to the newspaper giving your views on this subject. [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)

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 parenthetical commas
- **most spelling**, including that of irregular words, **is usually correct**
- **control of tense and agreement is secure**

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated by strengths in others.

Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose (this is formal and requires expression of opinion)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention/direction of the 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 (skilful use of facts/figures/ideas)
- some 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 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 format / task

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

- uncertain sense of purpose and register (for example, misjudging the task included or the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of task)
- content is thin, brief and lacking substance (perhaps uncertain in direction)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *young people will not like it or it is not fair*)
- very limited awareness of the reader
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- uneasy sense of format / task

Q.2 Your school/college has organised a campaign to improve the health and fitness of staff and students.

Write a lively article for your school/college magazine with the title 'Keeping Fit and Healthy'. [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)

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 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 an article (for example, a lively, opinionated or witty approach)
- a clear and coherent approach/viewpoint (perhaps looking in detail at some aspects of the topic or ranging more widely)
- a logical structure within which any arguments are pursued effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/anecdotes)
- some development of ideas and opinions to give substance to the writing
- 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/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 an article)
- 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 being healthy*)
- limited development of ideas/opinions and a tendency to simple assertion
- very limited awareness of the reader/audience
- uneasy with format/task

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 Your school/college has organised a campaign to improve the health and fitness of staff and students.

Write a lively article for your school/college magazine with the title 'Keeping Fit and Healthy'. [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 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 an article (for example, a lively, opinionated or witty approach)
- a clear and coherent approach / viewpoint (perhaps looking in detail at some aspects of the topic or ranging more widely)
- a logical structure within which any arguments are pursued effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/anecdotes)
- some development of ideas and opinions to give substance to the writing
- 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 / 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 talk)
- 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 being healthy*)
- limited development of ideas/opinions and a tendency to simple assertion
- very limited awareness of the reader/audience

Q.2 The following is an extract from a letter from a pensioner to your local paper:

Dear Editor,

Isn't it about time we considered raising the legal age for driving from 17? Statistics show that a large proportion of accidents involve drivers aged 17 or 18. The number of casualties is really shocking and, as a result of this, it costs huge sums of money to insure young drivers. Many other countries set the age at 18 and it could make sense to raise it to 20 or even 21.

This may not be a popular suggestion with young people, but it will be for their own good in the long term. I didn't drive until I was 25 and it didn't do me any harm.

You decide to write to the paper giving your views on this subject.

Write your letter.

[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 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 formal and requires expression of opinion)
- a clear and coherent approach for example, the reader should be in no doubt about the intention/direction of the 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 (skilful use of facts/figures/ideas)
- some 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 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 task 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 (perhaps uncertain in direction)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *young people will not like it or it is not fair*)
- 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