



# **GCSE MARKING SCHEME**

**ENGLISH LANGUAGE  
(WALES CANDIDATES ONLY)**

**NOVEMBER 2013**

## INTRODUCTION

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

	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 ‘*Skipton Castle*’ leaflet and answer the following questions.

- Q.1**
- (a)** List two wars mentioned in the leaflet. [2]
  - (b)** List two areas of the castle where you may be terrified. [2]
  - (c)** Who planted the yew tree in the Tudor Court? [1]
  - (d)** Who was the most famous prisoner held in the castle? [1]
  - (e)** What time does the castle open on Sundays? [1]
  - (f)** How much does a family ticket cost? [1]
  - (g)** Which group of people can get into the castle for free? [1]
  - (h)** What is the name of the forest closest to Skipton? [1]

*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) Civil War (1) War of the Roses (1)
- (b) Courtyard (1) Dungeons (1)
- (c) Lady Anne Clifford (1)
- (d) Mary Queen of Scots (1)
- (e) Sundays open from 12 noon (1)
- (f) £22.50 (1)
- (g) Under 5s (with Castle Explorer’s Badge) (1)  
Free supervising teacher with every five children (1) [note: maximum mark = 1]
- (h) Forest of Bowland (1)

**Q.2 How does the leaflet try to persuade you to visit Skipton Castle?**

**You should write about:**

- **what there is to see and do;**
- **the words and phrases used to persuade;**
- **how the pictures help to persuade.**

**[10]**

*This question tests the ability to read and understand texts and select material appropriate to purpose. It also tests how writers use linguistic, grammatical and structural 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 struggle to engage with the question and/or the text.

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

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

Give 8-10 marks, according to quality to those who make valid comments/inferences based on an appropriate detail from the text. These answers should track the text securely and begin to address the issue of 'how', although they may rely on spotting key words and phrases. Better responses will begin to probe the language of the leaflet, and display a clear understanding of the impact of the pictures.

**What there is to see and do:**

- visit one of the best preserved medieval castles where raids, battles and a 3 year siege took place
- see the Norman entrance, Medieval towers and a beautiful Tudor courtyard
- explore the wonderful castle grounds and the exciting buildings
- climb the 200ft Watchtower with breathtaking views
- see the guides dressed as soldiers wearing armour and holding sword fighting displays
- visit the Clifford Tea Rooms, Castle Shop, Picnic areas
- twenty rooms to visit with many activities for children
- explore the castle dungeons with their iron chains still in the wall and where Mary Queen of Scots was imprisoned
- stroll around the Banqueting Hall where medieval feasts took place
- visit the Kitchen, Bedchamber and the old fashioned privy (the old style toilet)
- check out places shown in the pictures: 13<sup>th</sup> century chapel/Conduit Court/Chapel Terrace/the new entrance.

**The words and phrases used to persuade:**

- Tour sheets available in 10 languages
- come and explore
- one of the 'best preserved and most complete medieval castles'/later reference to 'spectacularly preserved castle'
- describes how the castle 'survived many raids and battles' and a 'dreadful three year siege'
- mentions the 'beautiful Tudor courtyard' and 'stunning features'
- visiting the castle is a 'must at any time of year' as are 'the wonderful castle grounds and exciting buildings'
- the Watchtower is not to be missed
- talks about 'terrifying battles and gruesome historical events'
- castle dungeons are 'dark and terrifying'
- easy to get here.

**How the pictures help to persuade:**

- castle entrance shows interested visitors looking at walls taking photographs
- aerial view of Chapel terrace/new entrance etc gives idea of scale of castle and related buildings
- Tea rooms show people relaxing and enjoying food and drink in pleasant surroundings
- the Tudor Court looks well preserved and accessible
- the picture of the ceremony with drums, flag and soldiers looks authentic and appealing
- map makes Skipton appear easily accessible
- strong sense of history/heritage

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

Now read the article, 'Exploring Skipton' on the opposite page.

Read the first five paragraphs (up to "... these trips can be in great demand.")

**Q.3 What does the writer think and feel about Skipton as a place to visit? [10]**

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

0 marks: nothing attempted or nothing worthy of credit.

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 assumptions or make simple comments with occasional reference to the text.

Give 5-7 marks, according to quality to those who make simple comments 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 range across the first five paragraphs and track the text securely.

Some points that candidates may explore and comment on:

- it is a traditional market town
- the castle is the most impressive feature of the town
- the town is beautiful/attractive
- thinks there is lots to do and plenty of places to explore in Skipton
- liked the street market – thought it unique, not to be missed
- appreciated the variety of goods on sale at the market / sells traditional and up to date goods
- bargains are available at the market (particularly on market days)
- the market could be busy, overcrowded
- it is difficult to park/ the streets can become congested
- lots of pubs and places to eat and shop
- liked the shopping centre/ appreciated the architecture
- good range of shops including chain stores and specialist shops
- felt the Leeds and Liverpool canal was not to be missed
- alongside canal / towpath many pubs and cafes to relax / enjoy spectacular views
- the canal trip could be expensive
- it is worth booking a canal trip in advance because it can be in great demand
- she thinks it is a gentle stroll alongside the canal / towpath

Overview

- a bustling, busy town
- plenty of activities/areas to explore

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 look at the leaflet and the last two paragraphs of the article, 'Exploring Skipton'.

**Q.4 Compare and contrast what the two texts say about Skipton Castle.**

**Organise your answer into three paragraphs under the following headings:**

- **the people who work as guides at Skipton Castle;**
- **the dungeon at Skipton Castle;**
- **the Watchtower at Skipton Castle.**

***You must make it clear from which text you get your information.*** [10]

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

### **The guides**

Article

- dressed as soldiers and will show you round the castle
- there are very few guides and they have little to tell you about the castle

Leaflet

- dress up as soldiers/bring the castle back to life
- retell tales of terrifying battles and details about gruesome history of the castle
- wear armour and hold sword fighting displays.

### **The dungeons**

Article

- they are a huge disappointment
- poorly lit/ damp

Leaflet

- dark and terrifying with iron chains still in the wall/ easy to imagine what life was like in the past
- Mary Queen of Scots was a prisoner in the dungeon

### **The Watchtower**

Article

- Impressive/offers spectacular views
- Staircase narrow and steep

Leaflet

- Winding stone stairs/200ft high/not to be missed
- Views from the top are breathtaking

## UNIT 1: READING HIGHER TIER (40 marks)

Read the first page of the article in the Resource Material: “Quiet, please!” by John Humphrys.

**Q.1 What does John Humphrys think and feel about noise?**

**[10]**

0 marks: nothing attempted or nothing worthy of credit.

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

In general:

- he is particularly concerned about noise / feels negatively about noise
- he is annoyed by unnecessary noise

In detail:

- he thinks that increasing volume is a global problem ‘world is getting louder’
- he feels it damages your health
- he feels we need to ‘turn down’ the volume of modern life
- he recognises that he is ‘obsessed’ with noise because he gets up so early
- he feels content (and sleeps well) when it is not noisy – likes quiet
- he is angry and irritable when noise disturbs his sleep
- he feels frustrated by noise ‘lie still and angry’
- he thinks noisy people are selfish
- he thinks noise can be a ‘nightmare’
- enjoys some music ‘love classical...’
- he thinks loud Christmas music is intrusive and something to ‘dread’
- he ‘detests’ people on trains using mobiles feeling it impacts everyone in the carriage
- he thinks noisy individuals are ‘irritating’
- he ‘cannot stand’ hotels that play background music in restaurants
- he is infuriated by neighbours using a ‘jet engine’ to gather up a few leaves/makes him feel violent / irrational
- he agrees with those who are annoyed by noisy eating
- he wants to applaud/approves of people who take a stand against noise
- he feels people should complain about noise / approves of noise meters
- comments about the picture suggesting Humphrys wants us to quieten down.

Reward valid alternatives.

Now read the second page of the article [from “Perhaps you should follow ...” to the end].

**Q.2 How does John Humphrys try to persuade his readers that noise is a serious problem?** [10]

0 marks: nothing attempted or nothing worthy of credit.

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

- he uses the **example** of a man who cancelled a ‘long standing’ gym membership
- he says it was his ‘only option’ demonstrating limited options against noise
- noise affects health
- he uses a word like ‘suffer’ to indicate the severity of the problem
- he tackles the stereotyped image of parents and noise telling them not to suffer / challenging noise
- he is forcible in his direction to parents to highlight how noise is ‘damaging’
- he claims that noise ‘drives you mad’ and suggests limiting teenager’s music
- states that headphones cause hearing problems later in life
- he gives weight to his argument by quoting the British Medical Journal
- noise damages young children in a variety of ways - reward list/examples of these
- he uses the **example** of children living on lower floors of a block of flats and the damage noise has on their education / development
- another study is quoted to show children’s reading ages being affected (railway children)
- he even suggests moving house, if possible
- he quotes ‘many studies’ to give credibility to his argument that noise is damaging at work (‘hearing loss is the most obvious issue’)
- ‘recent research’ suggests noise raises blood pressure – unexpected side effects
- talks about the complexities of dealing with noise ‘trickier’
- modern society seems to demand that we need to make a lot of noise to be heard
- the days of the ‘quiet thinker’ have gone
- the picture illustrates how noise can be a nuisance / disturbing
- a wealth of negative language ‘mad’, ‘suffer’, ‘raving’, ‘severely’, ‘damaging’.

Reward valid alternatives.



Read the first three paragraphs of the report on the opposite page [up to "... may make neighbours' lives hell"].

**Q.3 According to Graham Norwood, why is the countryside so noisy? [10]**

0 marks: nothing attempted or nothing worthy of credit.

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

Give 8-10 marks, according to quality, to those who reach a detailed and well-considered explanation based on methodical exploration of the text. These answers should be thorough, selective and coherent.

Some points:

- a rooster can be as noisy as a lorry
  - bird song / bird song reaches 70 decibels
  - snorting pigs
  - campsites
  - car boot sales
  - traffic
  - farm machinery / unnatural sounds
  - farms / farm land / farmers
  - noisy enterprises – motorbikes and helicopter rides
  - commuters from new businesses
  - deliveries from new businesses
  - wind turbines
  - horse shows
- } Allow 2 from 3

Reward valid alternatives.

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

**Q.4 Compare and contrast these two texts under the following headings:**

- **the attitude of these two writers to noise;**
- **what each writer suggests can be done to solve the problems of noise.** [10]

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.

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 relevant material from different sources. These answers will be clear and coherent.

#### **Attitude to noise**

Graham Norwood:

- less negative than Humphrys
- level headed/reasonable – sees differences in types of noise (birdsong/machinery)
- recognises why it is increasing
- feels that people ought to seek resolution if possible/don't suffer in silence

John Humphrys:

- negative attitude to noise
- incredibly frustrated/aggravated by noise / confrontational / dislikes noise
- feels hostility to those who are noisy
- detests inconsiderate noise (example of mobile phone / Christmas music)
- accepts that some noise is pleasant (classical music)
- exaggerates feeling that noise has him verging on violence (desire to smash leaf blower)
- concerned about the impact on people / health

#### **What can be done to solve the problems of noise?**

Graham Norwood:

- complain directly to your neighbour / 'don't suffer in silence'
- keep a diary of problems to use as evidence
- communicate with people if you are going to be noisy/give people advance warning
- be considerate (insulate with rugs, stop music early/ plan routes for cars/ give gifts)
- use professional mediators or voluntary mediators (which are often free)
- consult CAB

John Humphrys:

- take action against noise
- ask for a refund in hotels if sleep is disturbed
- cancel gym membership
- don't suffer in silence
- make children turn down the volume / get them to listen when you are not at home
- move house to a quiet area, if possible
- 'sleep on that' – not sure how to solve it
- install noise meters

Reward valid alternatives.

## 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.

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

Q.1 Write a lively article for a teenage magazine about how to live a fit and healthy life.

You may wish to include details about:

- exercise;
- healthy eating;
- things to avoid.

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

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

## Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose (this is informative and aimed at teenagers)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention/direction of the article)
- a logical structure within which any information is presented effectively and clearly (for example, the article 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/personal 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 article

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 fit and healthy*)
- limited awareness of the reader
- a tendency for comments to stay at the level of the 'general' and to lack specific examples

**Q.2** Your school/college is looking for ways to improve. The Headteacher/Principal has asked you to write a report suggesting how the school/college could be improved.

You may wish to organise your writing using the following headings:

- **Problems/concerns**
- **Possible solutions**

Write your report for the Headteacher/Principal.

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

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



## Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose (this is informative and aimed at a particular audience)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention/direction of the report)
- 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
- 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 )
- limited development of ideas/opinions and a tendency to simple assertion (for example, *I would like to change the sport facilities.*)
- 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 report that attempts to inform

## 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 fall below this on occasion.***

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

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

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

**Q.1** Your school/college is looking for ways to improve. The Headteacher/Principal has asked you to write a report suggesting how the school/college could be improved.

Write your report for the Headteacher/Principal.

[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 requirements for a report (for example, an informative or explanatory approach)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention/direction of the report)
- 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 (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
- 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 *The school needs a new cloakroom because the old one is awful.*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *we don't like it because it's old*)
- 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 report

- Q.2 Write a lively article for a teenage magazine about how to live a fit and healthy life. [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 an article (for example, a lively, opinionated or witty approach, establishing a relationship with the reader)
- 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/ experiences)
- clear 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 from their own educational 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 an article or misjudging the audience)
- 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 should be fit and healthy*)
- 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 an article





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