



# **GCSE MARKING SCHEME**

**ENGLISH - ENGLISH LANGUAGE**

**JANUARY 2013**

## **INTRODUCTION**

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

| <b>Unit</b>                        | <b>Page</b> |
|------------------------------------|-------------|
| UNIT 1 - READING (FOUNDATION TIER) | 1           |
| UNIT 1 - READING (HIGHER TIER)     | 5           |
| UNIT 2 - WRITING (FOUNDATION TIER) | 9           |
| UNIT 2 - WRITING (HIGHER TIER)     | 15          |

## UNIT 1: READING - FOUNDATION TIER

Look at the newspaper article in the separate Resource Material, 'Cabin boy conqueror of the world'.

- Q.1 (a) What distance will Mike Perham have covered by the end of his voyage? [1]  
(b) Where did Mike Perham's voyage begin? Where will it end? [2]  
(c) What damage did the yacht suffer during its voyage? [4]  
(d) How did Mike Perham keep in touch with people during his voyage? [2]  
(e) How long did the storms last in the Southern Ocean? [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) 30,000 miles (1)  
(b) it began at Portsmouth (1) and will end near Ushant in France (1)  
(c) damage to the boat's autopilot system (1)  
damage to the rudder (1)  
the boat's electricity systems were disabled (1)  
damage to the yacht's mast (1)  
one of the sails was ripped (1) } To a maximum of 4  
(d) by satellite phone (1) by email (1)  
(e) 24 hours (1)

**Q.2 How does the writer try to show that Mike Perham’s voyage was really tough?**

**You should write about:**

- what the writer tells us about the voyage;
- the words and phrases used by the writer.

**[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 worthy of credit.

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

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

‘How’ is partly a matter of content and partly a matter of style.

Some points that candidates may explore and comment on:

**What the writer tells us about the voyage:**

- the voyage was dangerous
- the journey took nine months
- he was all on his own
- Perham had little rest during the voyage – “he survived on just 10-minute intervals of sleep”
- he travelled 30,000 miles
- he had to cope with damage to the yacht
- he gives examples – damaged rudder / mast
- the yacht was hit by 45mph winds
- there were times when he became lonely
- the boat was hit by 50ft waves that nearly capsized the yacht
- the storms went on for 24 hours
- the journey took Perham through “huge seas and monstrous waves”
- Craig Glenday says the demands of the voyage would test the mental and physical stamina of the most experienced sailors.

**Words and phrases used by the writer:**

- words/phrases like “battled” and “gruelling” suggest it was tough and challenging
- he was “cooped up” in his yacht, suggesting there was little room to move around easily
- the boat was “buffeted” by strong winds, suggesting it was hard to control
- he “confronted” 50ft waves makes it sound like a personal fight for survival
- he says Perham “felt absolutely tiny” – suggesting he was insignificant against the strength of the sea
- Perham felt parts of the voyage were “really tough”
- he talks about the “big challenges”
- the writer uses an “expert” to explain how tough the challenge really was.

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

**Now look at the report from an internet website, '16 year old girl is youngest person to ski to the South Pole'.**

**Q.3 What did Amelia Hempleman-Adams think and feel about skiing to the South Pole after she had completed her journey? [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 worthy of credit.

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

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

Some points that candidates may explore and comment on:

- she felt "elated and tired" when she reached the South Pole
- she felt she had to face some big challenges like freezing cold / dried food / Dad's snoring
- she felt the best bit was the experience of being with her father on an expedition
- she now knows what going on a trek with her father is really like
- she thinks the journey has brought her closer to her father
- she is not sure she would want to go again
- she thought the trip was "really hard" / she suffered from aching shoulders / sore back / blisters etc.
- she thought the trip was "really good"
- she felt a sense of isolation in the Antarctic landscape
- she was scared by the whiteout
- she thought she'd have to catch up with her homework over Christmas
- she really missed her friends / she was grateful for all the messages of support
- she was looking forward to home comforts

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 refer to both texts.

**Q.4 What do these two texts say about:**

- (a) what the two teenagers said they were most looking forward to when they arrived home; [2]
- (b) what the two teenagers said were the greatest challenges on their journeys; [4]
- (c) what other people admired about the teenagers. [4]

**You must make it clear which teenager you are referring to in each part of this question.**

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

**What the two teenagers said they were really looking forward to when they arrived home (1 mark per correct point to a maximum of 2):**

- Newspaper article (Mike Perham): being in my own room; having a fridge in the house; home cooking.
- Internet report (Amelia Hempleman-Adams): a comfy bed; a shower; some chocolate brownies.

**What the two teenagers said were the biggest challenges (1 mark per correct point to a maximum of 4):**

- Newspaper article (Mike Perham): being lonely; 50ft waves and a near capsized; huge seas and monstrous storms which damaged the yacht's mast.
- Internet report (Amelia Hempleman-Adams): freezing cold temperatures; dried food; dad's snoring.

**What other people admired about the teenager (1 mark per correct point to a maximum of 4):**

- Newspaper article (Mike Perham):  
Perham's father – his son's determination and bravery / his achievement;  
Craig Glenday – Perham's mental and physical stamina; courage.
- Internet report (Amelia Hempleman-Adams):  
Friends and relatives – Amelia's positive attitude / 'an inspiration to others';  
Amelia's father – her determination; toughness; strength / her achievement.

Reward valid alternatives.

## UNIT 1: READING - HIGHER TIER

Look at the Profile by Paul Kelso on the opposite page.

**Q.1 According to the Profile, what sort of person is Lewis Hamilton? [10]**

***You must use the text to support your answer.***

*This question tests knowledge and use of text and inference / interpretation. It also tests appreciation of language.*

0 marks: nothing worthy of credit.

Give 1 mark to those who make unsupported assertions or simple comments with occasional reference to the text. 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 with reference to surface features of the text. These answers may be thin or tending to be unselective in their choice of textual material. They may rely on unsupported assertions.

Give 5-7 marks, according to quality, to those who select appropriate material from the text to reach a valid response. These answers should show understanding and some cohesion. Better answers should be thorough and showing coherent grasp of the character.

Give 8-10 marks, according to quality, to those who select appropriate material from the text to reach a well-considered and detailed response. The best answers should be thorough as well as perceptive, covering a range of points with insight and accuracy. These answers should be cohesive and coherent, making clear inferences.

Some points:

- he is young and inexperienced as an F1 driver
- he is exciting
- he is an inspiration (a 'breath of fresh air')
- new breed of sportsman
- he is cool / confident (calm and relaxed)
- willing to listen / learn
- he is ordinary (not from a privileged background)
- he is mature / precocious (fully prepared / groomed for stardom)
- successful since boyhood
- he is brave
- he is determined to win / competitive
- he is polite (level-headed / well-mannered)
- he is dedicated (100% focused)
- he is technically knowledgeable / shrewd
- he is talented (prodigious gifts)
- he has shown the tenacity to overcome obstacles (black / poor)

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

Look at the first page of Paul Scott's article in the separate Resource Material.

**Q.2 How does Paul Scott show Lewis Hamilton's reactions to fame and success?**

**[10]**

***You must use the text to support your answer.***

*This question tests knowledge and use of text and inference / interpretation. It also tests appreciation of language.*

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.

Give 8-10 marks, according to quality, to those who explore the text in detail and make valid comments/inferences. The best answers should combine specific detail with overview and show understanding of persuasive methods and/or language.

Some points:

- the opening anecdote shows Hamilton fitting into the 'elegant boulevards of Monaco'
- he is developing a 'taste for the good life'
- he is in the market for a luxury apartment in the Mediterranean
- he is living the 'jet-set' life on a luxury yacht (for free but normally £285,000 a week)
- he describes Hamilton as 'the golden boy' and 'the boy racer' (not really complimentary)
- 'gaggle' suggests celebrity hangers-on
- he is 'super-confident' (a hint of arrogance?) and 'coping admirably' with fame and fortune
- he is at ease in moneyed circles (not 'fazed')
- he demands 'nothing but the best' (hotel suites and travel by helicopter)
- he has a taste for garish 'bling'/showy and vulgar jewellery
- he mixes with popstars and enjoys a 'party' lifestyle
- he has got a flashy, expensive car
- he has dumped his girlfriend in favour of a 'shapely brunette'

Overview:

- he shows that he has become spoilt, self-indulgent, selfish and arrogant
- he uses examples of how he has been changed by success
- money orientated
- he paints a picture of the 'jet set' lifestyle which Hamilton has embraced
- he shows that he seems to love the trappings of success and the material possessions it brings
- relentless undermining of Hamilton with the carefully-chosen examples
- the tone is consistently waspish and disparaging (repetition of "boy", for example)

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



Now look at the second page of the article.

**Q.3 What do you think and feel about Lewis Hamilton in this part of the article? [10]**

***You must use the text to support your answer.***

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

0 marks: nothing worthy of credit.

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

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text. These answers may tend to use unsupported assertions or be limited in personal response.

Give 5-7 marks, according to quality, to those who select appropriate detail from the text to show understanding of the character. These answers should be making a valid personal response.

Give 8-10 marks, according to quality, to those who explore appropriate detail from the text with depth and insight. These answers should be thorough as well as perceptive, covering a range of points accurately and with an assured grasp of character. Personal response should be thoughtful and assured.

Some points:

- he has obviously come a long way in a short time (rags to riches)
- he was brought up in a council house by a single parent
- he is the first black man to succeed in F1
- he has huge earning potential
- he is a marketing dream (good looking, 'megawatt' smile)
- he has determination and a will to win
- he had an unsettled childhood
- he struggled financially
- he could be sport's first billionaire
- he is close to his father (a strong bond) / owes him a debt of gratitude
- he has a 'strained' relationship with his mother (she does not seem to have gained much from his wealth)
- he is 'fiery' like his mother
- he is going 'mad' because his privacy has gone
- he is leaving Britain to live in Monte Carlo

Thoughts/Feelings?

- feelings are changed by this section
- there are plenty of things to admire
- plenty to envy
- some may sympathise with him / understand
- some may find him less appealing

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 refer to both texts.

**Q.4 What do you learn about Lewis Hamilton's family from these texts?**

**Organise your answer into two paragraphs, using the following headings:**

- (a) What I learn from the Profile;  
(b) What I learn from the article. [10]

***You must make it clear which text you are taking your information from.***

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

0 marks: nothing worthy of credit.

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

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

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

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

The Profile:

- the family were "ordinary"
- his father came to Britain from the West Indies
- he has a brother who has cerebral palsy
- the parents are separated / father brought up Lewis
- his father worked for British Rail
- he encouraged Lewis to follow his interest in motorsport / indulged himself through Lewis
- says little about mother

The Article:

- family not well off
- both parents brought up Lewis at different times
- his father gave Lewis his determination and will to win
- father and son are close
- his father did work for British Rail
- but took other jobs to finance his son / put Lewis first
- he came to Britain from the West Indies in 1950s
- the parents are separated
- he is not close to his mother and she is not rich
- she re-married
- she has a fiery temper
- she was desperate to see Lewis compete
- more detail about mother

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

## UNIT 2 - WRITING (FOUNDATION TIER)

- Q.1** A friend or relative has decided to become a teacher.  
Write a letter to him/her giving your opinions about this decision. [20]

### ***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 informative and persuasive 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 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
- positioning and establishing a relationship with the reader via devices such as references to shared experience, use of active or passive voice (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)

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

- uncertain sense of purpose and register (for example, misjudging the information included or the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of task)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *you will like it or it is hard work*)
- very 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 planning to put on a show at the end of the year. You have been asked to give a talk encouraging students to get involved. You want to persuade as many students as possible to take part.

The show will need:

- different kinds of entertainers and performers;
- stage crew, backstage helpers and students to help with ticket sales, programme design etc.

Write what you would say.

[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 which meets the requirement for a talk (for example, a lively, opinionated or witty approach, establishing contact with the audience)
- a clear and coherent approach/viewpoint (perhaps looking in detail at some aspects of the topic or ranging more widely)
- 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 the features of the task

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

- uncertain sense of purpose and register (for example, ignoring the requirement for a talk 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 knows people like shows*)
- limited development of ideas/opinions and a tendency to simple assertion
- very limited awareness of the reader/audience
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features of a talk



## UNIT 2 - WRITING (HIGHER TIER)

**Q.1** Your school/college is planning to put on a show at the end of the year. You have been asked to give a talk encouraging students to get involved.

Write what you would say.

[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 a talk (for example, a lively, opinionated or witty approach, establishing contact with the audience)
- a clear and coherent approach/viewpoint (perhaps looking in detail at some aspects of the topic or ranging more widely)
- 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 the features of the task

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

- uncertain sense of purpose and register (for example, ignoring the requirement for a talk 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 knows people like shows*)
- limited development of ideas/opinions and a tendency to simple assertion
- very limited awareness of the reader/audience
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features of a talk

- Q.2 A friend or relative has decided to become a teacher.  
Write a letter to him/her giving your opinions about this decision. [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 informative and persuasive 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 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
- positioning and establishing a relationship with the reader via devices such as references to shared experience, use of active or passive voice (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)

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

- uncertain sense of purpose and register (for example, misjudging the information included or the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of task)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic )
- limited development of ideas/opinions and a tendency to simple assertion (for example, *you will like it or it is hard work*)
- 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](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)