



GCSE MARKING SCHEME

ENGLISH/ENGLISH LANGUAGE

NOVEMBER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the November 2014 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.

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UNIT 1: READING – FOUNDATION TIER (40 marks)

Read the leaflet about London Zoo.

- Q.1**
- (a) You are booking tickets for London Zoo. What is the online address for booking fast-track tickets? [1]**
 - (b) Which type of gorilla can be found in London Zoo? [1]**
 - (c) List two animals that can be found at Rainforest Life. [2]**
 - (d) Which attraction of the zoo has an underwater viewing area? [1]**
 - (e) What is the name of the café at London Zoo? [1]**
 - (f) List three tube stations you can use to get to London Zoo. [3]**
 - (g) What is the telephone number for the London Waterbus Company? [1]**

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

Award one mark for each correct response.

- (a) zsl.org (1)
- (b) Western Lowland Gorilla (1)
- (c) monkey (1) sloth (1) tamandua (1) bat (1) rat (1)
(note: maximum mark = 2)
- (d) Penguin Beach or South American beach (1) (note: maximum = 1)
- (e) Oasis (1)
- (f) Camden Town (1) Great Portland St (1) Regent's Park (1) Baker St (1)
Marylebone (1) (note: maximum mark = 3)
- (g) 02074822660 (1)

Q.2 How does the leaflet try to persuade you to visit London Zoo?

[10]

You should write about what is said and the way the leaflet is presented.

This question tests knowledge and use of text, but also rewards inference/interpretation and appreciation of language and stylistic devices.

0 marks: 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 references to the text, pictures and the way the leaflet is presented.

Give 5-7 marks, according to quality, to those who say what is in the leaflet or make simple comments/inferences with a range of appropriate references to the text. These responses may also make valid comments about the impact of the pictures and the way the leaflet is presented.

Give 8-10 marks, according to quality, to those who make valid comments based on a good range of appropriate details, pictures and presentational features. These answers should be beginning to address the issue of how, although may rely on spotting key words/phrases. Better answers will probe language and display an understanding of the impact of the pictures/the way the leaflet is presented.

Some points that candidates may explore:

- positive quotes from Group Leisure Readers and Visit London Awards
- appealing picture on cover showing proximity to other London attractions
- the use of imperatives 'see the capital come to life', 'say hello to over 720 animals' etc.
- emphasis on chance to get close to animals: 'face to face with a gorilla', 'up close to a variety of species', 'meet the bats, rats etc.'
- gives information of how to book online in advance for a visit
- gives specific details about the range of environments where animals are located: 'African jungle', 'tropical rainforests', 'Indonesian jungle', 'peaceful, tropical home'
- direct appeal: 'immerse yourself', 'let you track these powerful beasts'
- tells you there are a huge number of animals - 720 rare, exotic and endangered species
- detailed colourful map showing where the animals are located in the zoo
- humour - cartoon picture of penguins / pun of 'coolest'
- clear explanation of the specially designed viewing areas: 'look right into lush greenery of the tiger's territory', 'state-of-the art enclosure', 'amphitheatre setting'
- NEW FOR 2013 – appeal of something new, up to date, etc.
- persuasive words and phrases used: 'amazing colonies', 'majestic creatures', 'rare and endangered species', 'stunning treetop viewing platforms'
- shows keepers working with the animals
- wealth of pictures of animals which are colourful and realistic
- pictures of big crowds watching displays
- good map and clear instructions of how to get there, opening hours, admission prices etc.
- ZSL endorsement - they are dedicated to animal welfare

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

Now read the article ‘The changing face of London Zoo’ on the opposite page.

Q.3 India Knight first visited London Zoo when she was a child.

What did she think and feel about the zoo and the animals on that first 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 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 make simple comments/inferences using some appropriate selection from the text.

Give 8-10 marks, according to quality, to those who select appropriate details about the individual animals from across the whole text to show clear understanding. Better answers should be making inferences.

Some points that candidates may explore and comment on:

- felt excited about seeing the male lion
- thought the lion was menacing as he prowled up and down
- amazed by the sea lions juggling balls and swimming effortlessly/agile
- marvelled at how graceful and tall the giraffes were
- surprised - zebras were smaller than expected although their markings were distinctive
- felt the zebra had been hidden in a corner
- disappointed - some parts of the visit were less enjoyable
- concerned - saw the polar bear was rocking dementedly and thought it had lost its mind
- troubled - thought the rhinos looked miserable and out of place in London
- amused initially by the monkeys
- worried - cages were small and the monkeys were bored and distressed
- thought it was wrong that camels and elephants gave rides to adults and children
- uncomfortable seeing tigers and leopards pacing up and down
- felt the enclosure for tigers and leopards was too small – not like grasslands where they can roam freely

Overview

- mixed reaction
- enjoyed seeing the animals and watching their antics
- she felt that the animals were negatively affected by being in a zoo

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

Q.4 Below is a list of animals and birds that live in London Zoo.

Compare and contrast what the two texts say about the places where they live today at London Zoo:

- penguins;
- tigers;
- birds of prey;
- gorillas;
- meerkats.

[10]

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

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

Some points that candidates may explore and include in each paragraph:

Penguins

Leaflet: Penguin Beach – (latest hit exhibit) (1) coolest attraction in town (1) live in a South American beach setting (1) live in an area with underwater viewing areas (1)

Newspaper: a brilliant new enclosure

Tigers

Leaflet: Indonesian jungle setting (1) area of lush greenery (1) feeding poles (1) a pool (1)

Newspaper: enclosure is small (1) nothing like the African grasslands (1)

Birds of Prey

Leaflet: live in Blackburn Pavilion (1) a peaceful tropical home (1)

Newspaper: small dingy enclosure (1)

Gorillas

Leaflet: it is like an African jungle (1)

Newspaper: kept in cramped conditions (1)

Meerkats:

Leaflet: live in Meerkat manor (1) a state of the art enclosure (where they can play) (1)

Newspaper: specially designed playground (1)

Allow two marks for each animal/bird category.

UNIT 1: READING - HIGHER TIER (40 marks)

Read the internet blog on the opposite page.

Q.1 What does Hollie McKay think and feel about reality TV programmes? [10]

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

0 marks: nothing worthy of credit.

Give 1 mark to those who make 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 show a coherent grasp of the question.

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 both positive and negative points with insight and accuracy. These answers should be cohesive and coherent, making clear inferences.

General points:

- writer acknowledges they get a lot of criticism
- feels some shows are beneficial for young people “positive impact”
- feels many shows are “educational” e.g. Junior Apprentice
- sees value in the skills developed “good speaking skills...attention to detail” “world of work”
- thinks children can learn positive qualities from TV role models “emotional intelligence, social skills” etc.
- feel they have a positive impact on families “quality family shows” “watch together”
- thinks they are genuine/realistic “real life issues”
- kids are introduced to new places, topics and ideas “science...travel”
- feels they allow viewers to see “human interest stories” or challenging adventures
- feels they can be “inspirational” / “motivational” / “setting goals”
- feels it is hard for young people to see beyond the negative - “painful” and “embarrassing”
- thinks networks exaggerate the drama to increase the size of the audience
- feels some people on these shows are moronic “idiots”/“drunks”
- feels that the shows are suspect “over the top drama”
- saddened by the producer’s approach in valuing “ratings” over “quality” i.e. money
- thinks that “crazy” will trump educational and informative (rubbish wins)

Overview:

- mixed view about the programmes
- inspired by some of the quality
- values the good programmes and the positive contribution they make to society
- accepts that the “over the top” shows are usually more popular
- inference that both the viewers and the producers are to blame

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Read the first page of the magazine article in the Resource Material: ‘Should We Really Watch Reality TV?’.

Q.2 According to the magazine article, why do people watch reality TV programmes? [10]

This question tests knowledge and understanding of text and use of inference. 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 explanation.

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.

General points:

- the shows are amusing, “silly tricks”
- we “laugh at” people in painful, embarrassing and dangerous situations
- we find them to be genuinely “entertaining”
- we are “unable to turn away” – compelling viewing
- we find entertainment in the suffering of others/it is not happening to us
- we are engaged by the supposed “reality”
- it provides us with a sense of relaxation - “escapism”
- we take satisfaction from these shows “enjoyment”
- there is a deliberate sense of controlling the audience “producers know what an audience wants to see, so do their best to make it happen”
- “characters” have us enthralled/shocked simultaneously “captivating” and “controversial” – we experience extreme emotions
- we enjoy the predictability of the shows “stereotypes”
- different personalities, “captivatingly sweet”
- not demanding to watch/simple

Overview:

- entertaining and enjoyable
- we enjoy them because the situations/characters are contrived / we are manipulated
- cruel/sadistic nature of viewers who enjoy the downfalls of others
- easy viewing – we don’t have to think – they are so predictable

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Now read the second page of the article.

Q.3 What does Austin Cline dislike about reality TV programmes? How does he make it clear he dislikes them? [10]

This question tests the ability to select material appropriate to purpose and explain and evaluate how writers use linguistic, grammatical and structural features to achieve effects.

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 unselective in their choice of textual material and may rely on spotting devices.

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.

General comments:

- shows are deliberately manipulated / artificial / heavily edited
- the sole intention is to attract viewers – popularity over-rides everything
- talks about the conscious creation of conflict to provide entertainment
- we are told that the shows are “carefully edited” suggesting they are contrived
- unacceptable to make money from intentional suffering – “immoral and wrong”
- acknowledges that people in the show are unaware of their manipulation, “unsuspecting”
- blunt personal reactions “I cannot think of any excuse” - the producers are guided by viewers
- we are told the shows are “unethical” because they deliberately cause humiliation
- explains that frequent or regular viewing is even worse – “weekly viewing”
- tells us that they are “rubbish”
- thinks viewers are selfish when others around us suffer “just don’t think” – numbed / indifferent
- criticises reality TV for being “unreal and fictional”
- thinks we “fail to experience sympathy” – the more distant we are the more readily we accept suffering
- dislikes the fact that we separate ourselves from our responsibilities “detachment”
- criticises/questions the motives of viewers – and what they “feed us” / why we feel compelled to watch
- puts the blame on the viewer “willing to watch”

Method:

- repetition of “suffering” to accentuate the negative impact on peoples’ lives
- rhetorical questions to question the viewers “why...” suggesting we are responsible for these shows
- suggests that viewers of these shows have something wrong with them
- language is highly critical and powerful – “immoral...wrong...unethical...rubbish”
- the people in the picture (from a show) are confrontational, argumentative
- constant listing/stacking of evidence to support the argument
- confrontational style or direct criticism of us and “rubbish” shows
- constantly involves the reader to force them to see their role
- repeated use of negative language / critical approach / tone

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

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

Q.4 Compare and contrast what these two writers say about the people who take part in reality TV shows. [10]

This question tests the ability to select material appropriate to purpose and to collate material from different sources.

0 marks: nothing worthy of credit.

Give 1 mark to those who copy unselectively with little sense of the question (fails to identify texts/writers).

Give 2-4 marks, according to quality, to those who identify the texts/writers and see a limited range of points and show ability to collate and select information.

Give 5-7 marks, according to quality, to those who identify the texts/writers and see a range of valid points and organise the answer clearly and appropriately to collate material from different sources and make comparisons and cross-references.

Give 8-10 marks, according to quality, to those who identify the texts/writers and see a wide range of valid points and organise the answer clearly and appropriately to collate material from different sources and make comparisons and cross-references. These answers will be clear and coherent.

The internet blog / Hollie McKay

- ordinary / real people
- promote irresponsible behaviour / are a bad influence
- some are TV role models
- promote skills such as intelligence, social skills, value of cooperation, importance of helping others
- some are inspirational/motivational – “navigate”, “deduce clues” / “new ideas in science...”
- people are put into painful and embarrassing situations
- poor/extreme behaviour - drunken arguments and catty
- some of the people are ‘idiots’

The magazine article / Austin Cline

- “innocent victims” played tricks on them / “unsuspecting people”
- embarrassing, humiliating situations
- people injure themselves/are put in dangerous situations / suffer / painful
- people are stereotypes – “captivatingly sweet”
- desperate for fame – “controversial party animal” who “shocks”
- people are deliberately manipulated in artificial situations/exploited
- people faced with conflict

This is not a checklist and the question must be marked in levels of response. Look for and 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.

Q.1 The National Lottery are giving money for school improvements. One school in your area will be chosen to receive the funding.

Write a letter to the National Lottery persuading them that your school deserves to be chosen.

You should include details about:

- **what needs improving in your school;**
- **how you would spend the money.**

Write your letter

[20]

Content and organisation (13 marks)

0 marks: not worthy of credit

Band 1 1-6 marks

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

Band 2 7-9 marks

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

Band 3 10-13 marks

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

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit

Band 1 1-3 marks

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

Band 2 4-5 marks

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

Band 3 6-7 marks

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

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

Additional task-specific guidance

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

- a clear sense of register and purpose (this is 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 relevant information is presented effectively and clearly (for example, the writing is organised methodically into paragraphs)
- a sense of cohesion with material linked effectively (use of connectives/subordination and topic sentences which are supported by relevant detail)
- a range of appropriate well-selected details to illustrate and give substance to suggestions, information and opinions (persuasive use of facts/figures/ideas about school improvements/how the money will be spent)
- some development of ideas and opinions to give substance to the writing
- positioning and establishing a relationship with the reader via devices such as clear sense of audience using a persuasive approach
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- clear understanding of how a letter can be persuasive
- clear understanding of layout

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 more computers in school*)
- limited awareness of the reader
- a tendency for comments to stay at the level of the 'general' and to lack persuasive details
- limited understanding of the features/layout of a formal letter
- errors are basic and numerous

Q.2 Technology is part of our everyday lives. From new 3D TVs to smart phones, from schools to your home, technology is everywhere. Some love it, some hate it.

Write a lively article for your school magazine entitled: 'Technology and Me'.

Write your article

[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**

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 the audience)
- 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 opinions)
- 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
- 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
- consciously attempts a lively tone

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 use computers and smart phones*)
- limited awareness of the reader
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- errors are basic and numerous
- no attempt to make the article lively and appealing to the audience

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 Technology affects everyone's life.

Write a lively article for your school magazine explaining how you feel technology has affected your life.

Write your article.

[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:

- clear understanding of format/task
- a sustained sense of register and purpose which meets the requirement for an article (for example, a lively, opinionated or witty approach)
- 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 engagement with 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
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- expression is clear and controlled (the best answers will show ambition and sophistication as well as accuracy)

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

- uncertain grasp of task/format
- uncertain sense of purpose and register (for example, ignoring the requirement for an article)
- very limited awareness of the reader/audience
- less secure control of structure (uncertain or random sequencing)
- content is thin, brief and lacking substance (perhaps uncertain in direction)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *everyone likes using computers*)
- limited development of ideas/opinions and a tendency to simple assertion
- expression lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous

Q.2 The National Lottery are giving money for school improvements. One school in your area will be chosen to receive the funding.

Write a letter to the National Lottery persuading them that your school deserves to be chosen.

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

Band 4 6-7 marks

- there is **appropriate and effective variation of sentence structure**
- there is a **sophisticated use of simple, compound and complex sentences** to achieve particular effects
- **accurate punctuation** is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- **virtually all spelling**, including that of complex irregular words, **is correct**
- **tense changes are used confidently and purposefully**

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

Additional task-specific guidance

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

- a sustained sense of register and purpose which meets the requirements for a persuasive letter (for example, a lively, opinionated or witty approach)
- a clear and coherent approach (for example, the reader should be in no doubt about the persuasive intention/direction of the letter)
- a logical structure within which any information is presented effectively and clearly (for example, the writing is organised methodically into paragraphs)
- an evident sense of cohesion with material linked effectively (use of connectives/subordination and topic sentences which are supported by relevant detail)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (persuasive use of facts/figures/anecdotes)
- some development of ideas and opinions to give substance to the writing
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, use of active or passive voice
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- clear understanding of format

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

- uncertain sense of purpose and register (for example, misjudging the information included or the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of task)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as: *you should build a new canteen because ours is rubbish*)
- limited development of ideas/opinions and a tendency to simple assertion
- limited awareness of the reader/audience
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features of a formal letter
- expression lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous



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