



GCSE MARKING SCHEME

SUMMER 2023

**ENGLISH LANGUAGE - UNIT 2
3700U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE ENGLISH LANGUAGE – UNIT 2

SUMMER 2023 MARK SCHEME

General Instructions

Where banded levels of response are given, 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 for by strengths in others. Examiners should select one of the band descriptors that most closely describes the quality of the work being marked.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

This mark scheme instructs examiners to reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the text and credit as directed by the banded levels of response.

SECTION A (Reading): 40 marks

TEXT A

A1. In 2019 how much money did the music industry add to the UK economy? [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one mark** for the correct answer:
£5.8 billion / 5.8 billion pounds

A2. What is meant by the phrase ‘all sectors contributed significantly’ in this text? Tick (✓) the correct box. [1]

This question tests the ability to use verbal reasoning skills, inference and deduction skills.

- | | |
|--------------------------------------|-------------------------------------|
| all areas played an important part | <input checked="" type="checkbox"/> |
| some segments did not help very much | <input type="checkbox"/> |
| a few parts added the same amount | <input type="checkbox"/> |
| most sections did not add anything | <input type="checkbox"/> |

A3. Using evidence from the text, explain one way that the UK music industry made a greater contribution to the 2019 economy than in 2018. [2]

This question tests the ability to interpret meaning, ideas and information and to refer to evidence within texts.

Award **one** mark for any of the following evidence points and **one** mark for a linked explanation:

Evidence	Linked explanation
It added ‘£5.8 billion’ / 11% from 2018	It increased its financial contribution / more money was added to the economy than in 2018.
It generated ‘£2.9 billion’ in exports / a 9% increase from 2018	Exports increased compared to 2018
It employed ‘197,168’ people / a 3% increase from 2018	More jobs were created for people in the industry than in 2018.

TEXT B

A4. Write down one way in which music can bring people together, according to this article. [1]

This question tests the ability to use deduction skills to retrieve information.

Award a total of **one mark** for any of the following:

- by playing instruments together
- with a shared interest in a particular type of music
- moving our feet to the rhythm of a drum beat
- through singing to ‘encourage’ a sports team

A5. According to Text B, which of the following statements is not true? Tick (✓) that box. [1]

This question tests the ability to use verbal reasoning and deduction skills to analyse information.

- music can improve your health and well-being
- music stimulates the brain to help with pain relief
- music can add to people’s social isolation
- music may lower blood pressure after exercise
- music can reduce loneliness by bringing people together

✓

A6. In your own words, explain two ways in which music can ‘improve confidence’. [2]

This question tests the ability to interpret meaning and information and to refer to evidence within texts.

Award one mark for any of the following points, up to a total of **two** marks:

- by helping people ‘develop’ multiple skills and/or build ‘resilience’
- by improving teamwork/unity/social skills as part of an orchestra/band
- by generating sense of achievement/pride in what can be achieved

No marks are to be awarded for responses that are not written in the candidate’s own words.

Music can improve confidence

Learning a musical instrument provides an opportunity to achieve through discipline and determination. There are many skills required in order to learn how to play a musical instrument: technique, reading music, expression, listening, and as you continue to develop these skills, you build resilience. Similarly, as a member of an orchestra or a band you will develop strong teamwork skills and a real sense of achievement and pride when performing music together.

TEXT C

- A7. Read the first paragraph.**
What is the term given in the text to describe ‘ringing or buzzing in your ears’? [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one mark** for the correct answer:
tinnitus

- A8. Write down one tip given in Text C that tells you how you can protect your ears in each of the following situations:**

This question tests the ability to use deduction skills to retrieve information.

- (a) When listening to music through headphones** [1]

Award up to a total of **one mark** for any of the following:

- take regular breaks (to give your ears a rest)
- use a volume limiter
- don't go over the 'safe' volume level
- turn the volume down
- invest in noise-cancelling headphones

- (b) When out at gigs, clubs and festivals** [1]

Award up to a total of **one mark** for any of the following:

- use earplugs
- stay away from the speakers in a venue
- take regular breaks from the loudest areas / use chill-out zones

A9. Compare what Text B and Text C say about the impact music can have on a person. [10]

Make it clear from which text you get your information.

This question tests the ability to interpret themes, meaning, ideas and information in a range of texts and compare and evaluate the usefulness, relevance and presentation of content.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify basic differences/similarities between the texts.

Give 3-4 marks to those who identify and give a straightforward description of the similarities/differences in the texts.

Give 5-6 marks to those who identify a number of similarities/differences between the texts and make some comparisons and/or contrasts.

Give 7-8 marks to those who make detailed comparisons/contrasts with valid comments on the similarities and differences between the texts supported by evidence.

Give 9-10 marks to those who make detailed and sustained comparisons with valid comments on the similarities/differences between the texts supported by convincing, well-selected evidence.

Details candidates may explore or comment on could be:

Text B

- music can bring people together/unite people/relieve social isolation
- music improves your health and well-being
- can help with pain relief
- can reduce stress
- relaxing music may lower blood pressure and/or heart rate after 'physical exertion'
- improve mood/reduce anxiety/lift spirits
- improve confidence
- give teamwork opportunities
- creative/expressive outlet
- provide fun/joy

Text C

- can make you feel great
- great social experience
- loud music can damage ears
- can cause permanent hearing loss
- can cause tinnitus
- too much or continuous loud noise can overstimulate hair cells in the cochlea
- can cause temporary hearing loss/dulled hearing

Overview:

Text B is largely positive and deals with the many positives and health benefits of music. Text C acknowledges positive feelings and experiences but focuses more specifically on some of the ways loud music can damage our hearing.

TEXT D

A10. Write down two ways that music with a strong beat can ‘stimulate brainwaves’. [2]

This question tests the ability to use deduction skills to retrieve information.

Award **one** mark for any of the following points up to a maximum of **two marks**:

- slow beats encourage slow brainwaves that are associated with meditative states
- fast beats can encourage more alert and concentrated thinking

A11. This text states that ‘music acts as a distractor’. What is meant by the word ‘distractor’ in this context? Tick (✓) the correct box. [1]

This question tests the ability to use verbal reasoning skills, inference and deduction skills.

- something that is a negative thought
- something that takes you away from your studies
- something that is positive
- something that diverts someone’s attention

✓

TEXT E

A.12. How old was the narrator when he first saw *Ronnie and the Hawks* perform? [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one** mark for the correct answer:
Fifteen / 15 (years old)

A13. How does the writer create a sense of atmosphere when *Ronnie and the Hawks* appear on stage? [10]

This question tests the ability to refer to evidence within texts and use inference and deduction skills to retrieve and analyse information in more challenging writing.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify and begin to comment on one or two superficial details with linked basic textual reference. Candidates may struggle to engage with the question.

Give 3-4 marks to those who identify and give straightforward comments supported by straightforward textual references. These responses may rely on identifying evidence.

Give 5-6 marks to those who begin to show some understanding of how language is used to create effect and support their work with appropriate examples from the text.

Give 7-8 marks to those who make accurate comments about a range of carefully selected textual details and offer some analysis of how language is used to achieve effects.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of details supported by convincing, well-selected examples. Candidates show increased awareness of the writer's use of language and subtleties of the writer's technique.

Details candidates may explore or comment on could be:

- Difference in atmosphere made clear 'whole atmosphere changed'
- Contrast in audience behaviour 'had been lingering / chatting' to 'now crowded...'
- Change is sudden and sensory 'taste something raw'
- The band stand out visually 'black and red outfits' / contributes to drama
- Dramatic/violent opening 'exploded into first song'
- Simile use gives sense of something primal being unleashed 'Hawk prowled the stage like a caged animal'
- Animalistic language 'prowled' / 'soared'
- The Hawk treats event almost as a battle 'primitive war cry'
- The Hawk visually energises / revs up the band 'cranked his arms in wild circles'
- Piano player in his own world / intent on music 'living inside the music'
- Jimmy Ray 'poured on' the rhythm – increasing the sound fluidly/expertly
- The rhythm inspired the Hawk's increasingly acrobatic movement 'spin' / 'flip' / 'camel walk' / 'tumble and land'
- Described as 'violent' / 'dynamic' / 'primitive' and only 'grounded' by the 'bass'

- 'Addictive' suggests engagement / consumption of audience
- Drummer was in the centre 'a beam of light' – list of other light references 'teeth gleaming' / 'bleached hair glowing' / 'a white tornado'
- Physically a part of the music 'whole body shaking'
- Autobiographical writing – informal / colloquial language sense of immediacy / excitement / age of writer

Reward valid alternatives.

Editing (5 marks)

In this part of the paper you will be assessed for the quality of your **understanding** and **editing** skills.

A14. Complete the sentence below by using the past tense of the verb given at the end:

We **bought** our tickets for the concert several months in advance.
(use the past tense of **buy**)

[1]

A15. Which of the following sentences is grammatically incorrect? Tick (✓) the box of the incorrect sentence. [1]

- I would have been a music teacher for four years.
- I was a music teacher for four years.
- I am a music teacher for four years.
- I have been a music teacher for four years.

✓

A16. Tick (✓) the pair of words that best fit the meaning of the sentence below: [1]

Sally _____ driving the van to all of the different places on the tour, _____ she wasn't always happy to be the one left to unload the equipment.

- hated...however
- was...despite
- enjoyed...although
- regularly...but

✓

A17. Read the text below. Show your understanding by answering the questions that follow:

1. He thought arriving home would enable him to put the stresses of the day behind him.
2. Sinking down into an overly stuffed armchair, he pressed play on the remote control and let the sound of his favourite singer fill the room.
3. After letting himself in, he threw his shoes into the corner and made for the kitchen.
4. Michael was relieved to be walking up the drive to his home.
5. There he grabbed a drink and some snacks before finally heading for the lounge.

(a) Which sentence should come **third** in the text? Write the number of the sentence below. [1]

3

(b) Which sentence should come **fourth** in the text? Write the number of the sentence below. [1]

5

Correct order:

Michael was relieved to finally be walking up the drive to his home. He thought arriving home would enable him to put the stresses of the day behind him. After letting himself in he threw his shoes into the corner and made for the kitchen. There he grabbed a drink and some snacks before finally heading for the lounge. Sinking down into an overly stuffed armchair, he pressed play on the remote control and let the sound of his favourite singer fill the room.

SECTION B (Writing): 40 marks

B1. In this task you will be assessed for the quality of your **proofreading**.

Circle the five errors and write them correctly in the spaces below: [5]

Musical Instrument Rental

An easy and cost-**ffective** way to begin playing a musical instrument is to hire one. You pay a small monthly **amownt** for a fixed period instead of having to spend a lot of money buying an instrument. Let's be honest, you **wont** even know whether you'll like playing it until you've tried and that could be a very expensive gamble. Our hire prices are **competetive** and every instrument is fully cleaned and serviced before leaving us. This gives you the chance to **trie** before you buy.

1. (cost-)effective
2. amount
3. won't
4. competitive
5. try

Ensure that all corrections are made exactly as they should appear in the text.

B2. In this task you will be assessed for the quality of your **writing** skills.

20 marks are awarded for communication and organisation; 15 marks are awarded for writing accurately.

You should aim to write about 350-500 words.

Choose **one** of the following for your writing:

[35]

Either,

(a) Describe an occasion when you attended an outdoor event.

Or,

(b) Hilary Clinton is an American politician. She has spoken about the importance of music education in a child's life. She claims it fires the imagination and brings a lifetime of joy. Music education should not be a privilege but available to all.

Write an essay explaining your views on this subject, giving clear reasons and examples.

B2 Assessment Criteria

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 (17-20 marks)	<ul style="list-style-type: none"> Mature and perceptive writing Sustained and effective writing with techniques that fully engage the reader's interest Appropriate register is confidently adapted to purpose/audience Ideas are convincingly developed with detail, originality and creativity Secure and coherent structure; there is sophistication in the shape and structure of the writing 	5 (13-15 marks)	<ul style="list-style-type: none"> Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning Appropriate and effective variation of sentence structures Virtually all sentence construction is controlled and accurate A range of punctuation is used confidently and accurately Virtually all spelling, including that of complex irregular words, is correct Control of tense and agreement is totally secure Very secure command of grammar
4 (13-16 marks)	<ul style="list-style-type: none"> Clearly controlled and well-judged writing Shows secure understanding of the reader's needs and how to hold interest with techniques used Register is appropriately and consistently adapted to purpose/audience Develops ideas with convincing detail and some originality and imagination Writing is purposefully structured and clearly organised to give sequence and fluency 	4 (10-12 marks)	<ul style="list-style-type: none"> Use wide range of vocabulary with precision Secure command of grammar Sentence structure is varied to achieve effects Control of sentence construction is secure A range of punctuation is used accurately Spelling, including that of irregular words, is secure Control of tense and agreement is secure
3 (9-12 marks)	<ul style="list-style-type: none"> Writing is mostly coherent and interesting Clear awareness of the reader and some techniques used to meet their needs Register is mostly appropriately adapted to purpose/audience Ideas show development and there are some interesting effects in the writing The writing is organised to give sequence and structure 	3 (7-9 marks)	<ul style="list-style-type: none"> Use a good range of vocabulary with some precision Mostly consistent command of grammar Sentence structures are varied Control of sentence construction is mostly secure A range of punctuation is used, mostly accurately Most spelling, including that of irregular words, is correct Control of tense and agreement is mostly secure
2 (5-8 marks)	<ul style="list-style-type: none"> Some coherent writing Some awareness how to create effect to interest the reader A clear attempt to adapt register to purpose/audience Develops some ideas with an occasional interesting effect There is some organisation, some sequencing of ideas 	2 (4-6 marks)	<ul style="list-style-type: none"> Use some range of vocabulary Command of grammar is inconsistent There is some variety of sentence structure There is some control of sentence construction Some control of a range of punctuation Spelling is usually accurate Control of tense and agreement is generally secure
1 (1-4 marks)	<ul style="list-style-type: none"> Basic coherence in the writing Limited awareness of the reader Some attempt to adapt register to purpose/audience Some relevant content but uneven Basic organisation; simple sequencing of ideas 	1 (1-3 marks)	<ul style="list-style-type: none"> Limited range of vocabulary Limited range of sentence structures Control of sentence construction is limited There is some attempt to use to use punctuation Some spelling is accurate Control of tense and agreement is limited Limited command of grammar
0 marks	Nothing worthy of credit		

In expository writing, candidates are expected to present reasons or explanations based on the understanding and synthesis of ideas / information gleaned from text read and from other personal experiences.

3700U20-1 WJEC GCSE English Language – Unit 2 MS S23/CB