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# **GCSE MARKING SCHEME**

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**SUMMER 2023**

**ENGLISH LANGUAGE - UNIT 3  
3700U30-1**

## **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 3

### 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 reward credit as directed by the banded levels of response.

**SECTION A (reading): 40 marks**

**TEXT A**

**A1. What is a digital footprint? [1]**

*This question tests the ability to use deduction skills to retrieve information and to refer to evidence within texts.*

Award one mark for the correct answer:

the trail we leave behind when we access the internet.

**A2. According to Text A, how many people use social media? [1]**

*This question tests the ability to use deduction skills to retrieve information and to refer to evidence within texts.*

Award one mark for the correct answer:

(over) 3.8 billion (people)

**A3. What is meant by the phrase “paper trail” in this text? Tick (✓) the correct box. [1]**

*This question tests the ability to demonstrate verbal reasoning skills in context.*

Award one mark for the correct answer:

A series of printed documents giving information about a person.

**TEXT B**

- A4. The writer suggests, “once you have activated the account, be careful who you follow.” What does “activate” mean in this context? Tick (✓) the correct answer. [1]**

*This question tests the ability to demonstrate verbal reasoning skills in context.*

Award one mark for the correct answer:

To start something up so that it is working.

- A5. Text B shows the steps you need to take when signing up for a social media account. Put these steps into the order which best shows how to complete the process. Number the steps below. [3]**

*This question tests the ability to demonstrate verbal reasoning skills in synthesising information.*

Award one mark for each of the correctly sequenced details to a maximum mark of 3.

One step has been completed for you:

1. Once you have activated the account, be careful who you follow and share information with. **4**
2. When setting up your new account, read the registration information carefully and check your privacy settings. Do not link it to your other accounts as this will make it easy for someone to check your digital footprint. **2**
3. Create a strong password and do not share it with anyone else. **3**
4. Do some research before joining a social media site. Make sure you understand what the site is used for and how it works. **1**

## TEXT C

- A6. Give one reason why some people create a secondary email address when using social media sites. [1]**

*This question tests the ability to use deduction skills to retrieve information and to refer to evidence within texts.*

Award one mark for one of the following:

- so you are not giving people access to your information
- to keep social accounts protected
- to reduce unwanted emails in main email account
- so they don't have to link social media to main email account.

**A7. How does the article try to persuade you to look after your digital footprint? [8]**

*This question tests the ability to use inference and deduction skills to retrieve and analyse information from written texts and reflect on the ways in which texts may be interpreted.*

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 some examples of content that are persuasive, but may struggle to engage with the text and/or the question.

Give 3-4 marks to those who identify and give straightforward comments on some different examples of persuasive content. These responses may simply identify facts and/or evidence.

Give 5-6 marks to those who clearly explain how a number of different examples from the text persuade, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Carefully selected examples are used to support comments effectively.

Give 7-8 marks to those who make carefully considered comments about how a range of different examples from the text persuade. Analysis of how language and techniques are used to achieve effects and influence the reader will be evident. Well-considered, accurate use of linguistic terminology supports comments effectively.

Candidates may explore or comment on:

- It shares examples of the people who might look at your profile
- Tells us it is 'essential' to look after it
- Stresses online information is 'forever' with the use of imperatives – 'think about'
- Explains how people take a 'screenshot' of posts that you later delete
- Tells you to look at your own online profile 'use...' / 'think'
- Suggest that you 'clean up' your accounts
- Catchy/easy to remember advice 'be safe, share safe'
- Explains easy ways to protect yourself and the repercussions if you don't
- Explores that it is important to have 'a positive impact'
- Explains the importance of being 'kind to others'
- Suggests that it reflects/represents who you are as a person
- Easily accessed by many people / organisations
- Picture used perhaps suggests the stress caused if you don't manage your footprint.

Method:

- Information is clear and helpfully explains
- Constant repetition of the importance of managing your footprint
- Gives advice without being patronising
- Positive language used and stresses benefits
- Plays to your emotions/sense of responsibility/fear

**Reward valid alternatives.**

## TEXT D

- A8. In your own words, explain what is meant by the phrase, “Employers are stalkers”.** [1]

*This question tests the ability to demonstrate verbal reasoning skills in context.*

Award one mark for answers which suggest:

Employers will look up who you are and what you are doing online / they will look at your online profile without your permission / follow closely / track / can be intrusive

- A9. Summarise, in your own words, the reasons why an employer might check your online activities before offering you a job.** [5]

*This question tests the ability to summarise information.*

Award **one** mark for each of the following areas summarised in the candidate’s own words, to a **maximum of five**.

- to know about your history
- to see if you’ll fit in / are suitable
- to check your qualifications / CV
- to build a clear picture / opinion of the type of person you are
- to see what you get up to (social life/online activities)
- to make sure that you aren’t inappropriate
- to see if you have anything extra to offer

- A10. Read the following statements about Text D. Tick which one is true. Tick (✓) the correct box.** [1]

*This question tests the ability to demonstrate verbal reasoning skills in context.*

Award one mark for the correct answer:

Employers may avoid employing people with controversial opinions.



## TEXT E

- A11. According to the article, what does Felix search for when he uses the internet at the library? [1]**

*This question tests the ability to use deduction skills to retrieve information and to refer to evidence within texts.*

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

Telephone numbers  
Addresses  
Information about new bands  
Information about public events

- A12. What impressions does the writer create of Felix? [8]**

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

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.

Give 3-4 marks to those who identify straightforward impressions supported by appropriate textual references.

Give 5-6 marks to those who identify and make comments on their impressions. These answers will begin to show some understanding of how language is used to achieve effect and will be supported by a range of textual references.

Give 7-8 marks to those who make accurate and perceptive comments about a wide range of details and analyse how language is used to achieve effects. Comments will be supported by well-selected textual references.

Candidates may explore or comment on:

- Chooses not to keep up with technology “swimming against the tide”
- Has little interest in technology “wasn’t drawn to it”
- Accepts that others use technology “never...throw your Alexa in the bin”
- Likes face to face/ human contact “without technology interfering”
- Sees some advantages in technology “local library”
- Has looked at social media but “not interested”
- Has a sense of humour/sarcasm “Kim Kardashian”
- Quite resistant to change “no intention of changing”
- Has a brother with ‘normal’ attitude to technology
- He is strong minded ‘emphatic “no”’.

**Reward valid alternatives.**

**A13. Look at Texts D and E. Synthesise what information can be found online about a person who uses the internet and social media. [8]**

*This question tests the ability to synthesise information effectively from more than one text, interpret themes, meaning and ideas in a text.*

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 limited examples. These candidates may limit themselves to one text only.

Give 3-4 marks to those who simply identify or give straightforward comments on some examples.

Give 5-6 marks to those who select a number of different examples and begin to show some understanding of implicit meaning across both texts. The answer will begin to collate details effectively.

Give 7-8 marks to those who make accurate and perceptive comments about a wide range of different examples from both texts. Well-considered, confident collation skills will be evident.

Candidates may synthesise the following:

Text D:

- school / studies / qualifications / personal details
- what they watch on TV / party outfits
- type of person/character
- swearing
- photos
- hobbies
- opinions

Text E:

- digital trail/movements
- needs/behaviour
- popularity
- what they had for lunch
- status / general interests
- personal details (e.g. phone numbers)
- look at events attended/social gossip

**Reward valid alternatives.**

## SECTION B (Writing): 40 marks

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

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200-300 words.

Answer **both** B1 and B2.

- B1.** Felix, in **Text E** states:  
“Social media is not a fundamental human need.”

Write an article for an online teenage magazine in which you give your views about social media.

**Write your article.** [20]

- B2.** Your school or college is raising money to buy a new laptop for every student. You have been asked to prepare a talk to persuade your classmates of the importance of this scheme and to support it.

**Write your talk.** [20]

## B1 and B2 Assessment Criteria

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