



GCSE MARKING SCHEME

AUTUMN 2018

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

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

WJEC GCSE ENGLISH LANGUAGE - UNIT 3

AUTUMN 2018 MARK SCHEME

TEXT A

- A1. What is the lifespan of a crisp packet that is dumped on a beach? [1]

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

100-300 years

- A2. What percentage of marine litter ends up on beaches? [1]

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

15%

- A3. How many sea birds die each year due to marine litter? [1]

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

1 million

- A4. What is meant by “to ingest”? [1]

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

to swallow

TEXT B

- A5. Text B gives advice to people on how to remain safe when visiting a beach. Put these stages into the order in which you should complete them.

One stage has been completed for you. [3]

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

Allow **one mark** for each of the following to a maximum of 3 marks.

- a) Research which beaches have a lifeguard
- b) Check the weather forecast and tide times before you set off
- c) On arrival, pay close attention to safety flags
- d) During your visit to the beach, do not attempt to rescue someone in difficulty

The correct order is 2, 4, 1, 3

- A6. Explain why you think you can trust the information in this text. [2]

This question tests the ability to interpret meaning and ideas in challenging writing and understand and recognise the reliability of texts.

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

- to any candidates who are able to see that the information has been produced by a reputable/government-run agency to ensure safety/official agency
- to any candidates who are able to make reference to the fact that the information is reliable because it lacks any bias – it is simply instruction and the sole purpose is to save lives
- to any candidate who mentions other reputable sources are cited

TEXT C

- A7. Summarise why Barafundle Bay has been named one of the best beaches in the world. [5]

This question tests the ability to summarise information.

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

- 1 could make reference to the picture as it is visually stunning
- 2 the beach is hidden away/isolated/private/small
- 3 naturally attractive – golden sands/clear waters/pine trees
- 4 dramatic location – getting there is dramatic too
- 5 described as luxurious
- 6 dramatic features – cliffs/dunes/curve of sand
- 7 clean

- A8. In text C, the writer states that the cliffs are 'dropping precipitously to the sea'. What is meant by the word 'precipitously'. [1]

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

Allow one mark for an explanation that suggests the sheer/steep nature of the cliff/sudden drop/dangerous.

TEXT D

A9. How does the writer persuade the reader to choose a holiday in Wales? [10]

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 examples of persuasive content. These responses may simply identify some facts and/or evidence.

Give 5-6 marks to those who explain how some different examples from the text persuade, and may begin to analyse how language and techniques are used to achieve effects and influence the reader. Some carefully selected examples will support comments.

Give 7-8 marks to accurate comments about how a range of examples from the text persuade. These candidates will begin to analyse how language and techniques are used to achieve effects and influence the reader. Carefully selected examples will be used to accurately support comments.

Give 9-10 marks to those who make accurate and perceptive comments about how a range of different examples persuade, and analyse how language and techniques are used to influence the reader. Well-considered, accurate use of linguistic terminology will support comments effectively.

Candidates may explore or comment on:

- title sets out persuasive aims of text
- immediate direct appeal 'you'
- a wide selection of locations are offered
- mentions experience/expertise
- cites multiple reasons (six) to make their argument more convincing
- suggestion that people travel to Wales rather than abroad – use of comparison to persuade
- use of questions to appeal (difficult not to agree with)
- subtitles used show wide range of positive reasons
- constant use of positive language “blissful...amazing...luxury...magical”
- appeal to people with pets – pet can go on holiday too unlike overseas breaks
- many people don't like flying and don't have to with this holiday – offered as good alternative
- financial appeal/savings/cheaper
- lively tone and style

Method

- comparisons to other holidays
- constant use of positive language
- so positive that it becomes difficult to dispute
- inclusive style
- very positive tone

Reward valid alternatives.

TEXT E

A10. What is meant by the term 'refundable deposit'? [1]

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

d) Money given back to you when you return something

A11. What evidence is given in the text to show that some of the beaches in Britain are 'poor'? [5]

This question tests the ability to interpret meaning and ideas in challenging writing.

Award one mark for any of the following to a maximum total of five.

- rubbish increased by a third / 34%
- record number of people (6000 volunteers) needed to help tidy beaches
- huge volume of litter found - total of 8000 bottles/960 pieces per km/99 bottles per km etc.
- beaches clogged with litter / wide range of litter types
- water is polluted 'failed to meet minimum standards'
- significant number 5% / 31 beaches are 'poor'
- problem seems to be worsening 'reputation as having the dirtiest beaches in Europe'

A12. What was the second most common type of rubbish found dumped on UK beaches?

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

- Shards of glass

- A13. Compare what the writers of **Text C**, **Text D** and **Text E** say about beaches in Wales. [8]

You must 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 comparing and evaluating 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 similarities and differences.

Give 3-4 marks to those who identify and give a straightforward description of the similarities and differences across at least two of the texts.

Give 5-6 marks to those who identify similarities and differences across the three texts, and make some comparisons and/or contrasts.

Give 7-8 marks to those who make detailed comparisons and contrasts across the three texts with valid comments on the similarities and differences between the three texts. Clear collation skills will be evident.

Some areas candidates may wish to explore:

Text C

- Wales has one of the best beaches in the world/UK
- Barafundle Bay stands alongside world renowned beaches
- Barafundle Bay is beautiful/dramatic/immaculate/clean

Text D

- great selection of popular and attractive holiday parks close to beaches
- beaches are varied: wild/empty/major seaside resorts
- something for everyone
- award-winning beach locations

Text E

- dirty/littered with 607 pieces of litter per 100 metres
- beach litter in Wales did not rise as much as the rest of the UK last year
- beach litter has still increased by 51% in the last decade in Wales
-

Better candidates may comment on the differences in the texts being due to their very different purposes.

Reward valid alternatives.

Section B (Writing)

- B1. Increasing litter levels suggest that we have lost all pride in our beautiful country. Prepare a talk for your classmates in which you give your opinions on this view.

Write your talk [20]

- B2. Tourism.com is a website that persuades people to visit their country and enjoy its many attractions. You have been asked to write an article for the website persuading families to visit your country during the summer months.

Write your article. [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"> • 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 <i>(9-10 marks)</i>	<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 <i>(7-8 marks)</i>	<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 <i>(7-8 marks)</i>	<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 <i>(5-6 marks)</i>	<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 <i>(5-6 marks)</i>	<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 <i>(3-4 marks)</i>	<ul style="list-style-type: none"> • Some coherent writing • Some awareness of how to create effects 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 <i>(3-4 marks)</i>	<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 <i>(1-2 marks)</i>	<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 <i>(1-2 marks)</i>	<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 punctuation • Some spelling is accurate • Control of tense and agreement is limited • Limited command of grammar
0 marks	Nothing worthy of credit		

Task Specific Guidance

- B1. Increasing litter levels suggest that we have lost all pride in our beautiful country. Prepare a talk for your classmates in which you give your opinions on this view.**

Write your talk

[20]

Purpose: To produce a piece of argumentation writing.

Useful info: Candidates may draw upon the reading materials and should not be penalised for doing so unless they are directly copying from Section A resources.

Successful argumentation writing may include some of the following:

- A clear understanding of format/task
- A sustained sense of register
- Clear and coherent viewpoint sustained throughout the writing
- A logical structure
- Cohesive writing style with relevant materials linked effectively
- A range of appropriate and well-selected details
- Well controlled and accurate writing
- A clear sense of direction and purpose
- Sustained ambition through language/tone/devices/expression

Less successful argumentation writing may be characterised by some of the following:

- Limited awareness of the audience/reader
- Limited awareness of task/format
- Thin/brief/lacking in substance
- Candidates struggling to develop ideas/opinions
- Limited ideas evident/ideas may be generalised
- A lack of control and a tendency to simple assertion
- A limited sense of direction and purpose
- Writing that is simplistic in style and structure
- Errors may be basic and/or numerous

B2. Tourism.com is a website that persuades people to visit their country and enjoy its many attractions. You have been asked to write an article for the website persuading families to visit your country during the summer months.

Write your article.

[20]

Purpose: To produce a piece of persuasive writing.

Useful info: Candidates may draw upon the reading materials and should not be penalised for doing so unless they are directly copying from Section A resources.

Successful persuasive writing may include some of the following:

- A clear understanding of format/task
- A sustained sense of register
- Clear and coherent ability to persuade which is sustained throughout the writing
- A logical structure
- Cohesive writing style with relevant materials linked effectively
- A range of appropriate and well-selected details
- Well controlled and accurate writing
- A clear sense of direction and purpose throughout
- Sustained ambition through language/tone/devices/expression

Less successful persuasive writing may be characterised by some of the following:

- Limited awareness of the audience/reader
- Limited awareness of task/format
- Thin/brief/lacking in substance/persuasion
- Candidates struggling to develop ideas/opinions
- Limited ideas evident and ideas may be generalised
- A lack of control and a tendency to simple assertion
- A limited sense of direction and purpose
- Writing that is simplistic in style and structure
- Errors may be basic and/or numerous