



GCSE MARKING SCHEME

AUTUMN 2018

**ENGLISH LANGUAGE - COMPONENT 2
C700U20-1**

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.

Component 2 – Mark Scheme

Section A (40 marks)

General Instructions

Where banded levels of response are given, descriptors have to be applied using the notion of best fit. Fine tuning of the mark within a band will also 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 mostly 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 omission. 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 or 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: 40 MARKS

Read the newspaper article `Nik Wallenda Makes History at Niagara Falls` in the separate Resource Material.

- 1 1** (a) How far above the water was Nik Wallenda when he made his tightrope walk? [1]
- (b) Name one thing that made it difficult for spectators in Canada to see Wallenda making his crossing? [1]
- (c) Give the name of one of the spectators who watched Nik Wallenda. [1]

This question tests the ability to identify explicit information.

(AO1 1a)

Award **one mark** for each correct response in (a), (b) and (c).

- (a) 60 metres (1)
- (b) The distance / 500 metres away (1) **or**
the heavy mist / 'enveloped in the mist' (1)
- (c) William Clements (1) **or** Muriel Marsh (1) **or** Bert Dandy (1)

1 2

How does the writer try to show that Nik Wallenda’s tightrope walk was astonishing and dramatic?

You should comment on:

- **what he says**
- **his use of language, tone and structure**
- **other ways the writer tries to show that the tightrope walk was astonishing and dramatic**

[10]

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language, tone and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

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

Give 1-2 marks to those who simply identify a few textual details that show the tightrope walk was astonishing and dramatic. Responses in this band are likely to be brief and limited.

Give 3-4 marks to those who identify some of the textual details that show his tightrope walk was astonishing and dramatic. The responses may include some simple comments alongside relevant selection of detail although coverage and comment across the whole text may be limited. These responses may simply identify some subject terminology.

Give 5-6 marks to those who identify and comment on a range of examples that Burnett uses in the text to show why/how Wallenda’s walk was astonishing and dramatic, and begin to show how aspects such as language, tone and structure are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology to support their comments.

Give 7-8 marks to those who make accurate comments about how a good range of different examples from Burnett’s text show why/how Wallenda’s tightrope walk was astonishing and dramatic and begin to analyse how aspects such as language, tone and structure are used to influence the reader. Subject terminology is used to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of different examples from Burnett’s text that show how/why Wallenda’s tightrope walk was astonishing and dramatic. These responses provide detailed analysis of how aspects such as language, tone and structure are used to achieve effects and influence readers. Accurate use of relevant subject terminology supports comments effectively.

Details that candidates may explore or respond to:

- he begins the article by saying no one else in the world would have had the view of Niagara Falls that Wallenda had - this suggests Wallenda's feat is truly astonishing
- first time attempted in 100 years
- he emphasises the difficulty Wallenda encounters with his use of dramatic adjectives and verbs; `the churning waters... below` ; he was `enveloped` in the mist – from the `thundering` falls; he `battled` winds and `near-blinding` spray
- he adds to the drama of the scene by describing Wallenda's slow process on the tightrope - `One careful step at a time` ; `he slowly, painstakingly, proceeded step-by-step`
- the danger of Wallenda's situation is captured in him being `perched precariously over the raging river`
- huge crowds / waiting a long time – suggests it's going to be a spectacle
- his astonishing calmness is suggested by the fact he gives an interview in the middle of his walk / waved to the crowd
- Burnett calls the walk `the historic performance` - suggesting it's both astonishing that he attempted it and dramatic because it had not been attempted for over a 100 years / repetition of `making history`
- due to the unique conditions he changed his tactics – ignored the first rule / looked down
- Burnett quotes some of the people who watched the event - their reactions suggest the event is an incredible `a once-in-a-lifetime event` / reward exploration of specific detail
- the tone is one of admiration for Wallenda – Burnett calls it a `daredevil act`
- he concludes the article by quoting Wallenda – the suggestion being that Wallenda has `reached for the skies` and succeeded overcoming tremendous challenges

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

To answer the following questions you will need to read the extract by George Banks on the opposite page.

- 1 3** (a) Give one detail from the text that suggests Niagara Falls is very impressive. [1]
- (b) What was the size of the crowd that watched Blondin walk across Niagara Falls? [1]
- (c) How long did Blondin’s whole performance on the tightrope last? [1]

(AO1 1a, b, c, d)

This question tests the ability to identify and interpret explicit and implicit information and ideas.

Award **one mark** for each correct response:

- (a) It says it is a “stupendous and awe-inspiring place” **or** it is “one of the grandest objects of nature...” **or** “The chasm is 1100 feet across” **or** it is 160 feet high / ‘dizzy height’
- (b) 25,000 (1)
- (c) About an hour (1)

1 4

“In this extract, George Banks presents Blondin in a very positive way.” How far do you agree with this view?

You should comment on:

- what the writer says
- how the writer says it

[10]

You must refer to the text to support your comments

(AO4)

This question tests the ability to evaluate texts critically and support this with appropriate textual references.

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

Give 1-2 marks to those who select one or two basic textual details and/or express a simple personal opinion. Responses in this band may be brief and limited and/or struggle to engage with the text and/or the question.

Give 3-4 marks to those who give a personal opinion supported by some straightforward textual details. These responses will show some interaction with Banks’ account, although coverage of parts of the text may be rather limited.

Give 5-6 marks to those who give an evaluation of the text supported by appropriate textual references. These responses will show some critical awareness of, and response to, Banks’ account, using a range of relevant details and making good use of the text.

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and understanding of Banks’ account, using a good range of relevant details.

Give 9-10 marks to those who give a persuasive and detailed evaluation of the text and its effects, supported by convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make perceptive comments on Banks’ account.

Details that candidates may evaluate or comment on:

- Blondin's feat is a 'first' / unique attempt / no-one had ever dared attempt it
- a big spectacle / 25,000 go to see him / 'eager' to see him
- the way the crowd encouraged him when he made his appearance – “..the air rang with shouts and encouragement of the heartiest kind”
- the description of the start of his first tightrope walk shows Blondin's confidence / his choice of adverb (‘stepped nimbly upon the rope’)
- Blondin is shown to be in full control of the situation – he sits “complacently” on the rope
- he is able to put on a dramatic act for the spectators – he lies on his back and then turns a back somersault
- when he gets to the other side, he is “greeted with loud cheers”, showing the spectators are very impressed by his feat
- Blondin's second tightrope walk is even more dramatic – taking a photograph mid-walk shows his supreme confidence and skill
- Banks describes Blondin's walk as ‘these absolutely miraculous antics’
- he is ‘apparently barely tired’ – very fit/able/unfazed
- the spectators' reactions as they wanted to “shake him by the hand” suggests how impressed they were

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

To answer the following questions you must use both texts.

1 5 Using information from both texts, explain briefly in your own words, how the spectators reacted to Blondin and Wallenda? **[4]**

(AO1 2a and b)

This question tests the ability to select and synthesise evidence from different texts.

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

Give 1 mark to those who struggle to offer a relevant detail from each of the texts or offer relevant detail from just one text.

Give 2 marks to those who select relevant material from each of the texts, e.g. In Burnett's account, the spectators "erupted with cheers" when Wallenda completed his walk across Niagara falls and in the account of Blondin's tightrope walk the spectators shouted encouragement when he first appeared.

Give 3 marks to those who synthesise, with some understanding, a range of relevant detail from both texts e.g. The spectators cheered as Wallenda finished his walk and one young boy jumped up and down with excitement when Wallenda waved to the crowd near the finish. When Blondin finished his tightrope walk lots of the spectators wanted to shake his hand.

Give 4 marks to those who synthesise with clear understanding and provide an overview drawn from a range of relevant detail from both texts. Some of those watching Wallenda said he was "very brave" and one man was obviously impressed because he told his children that it was "a once-in-a-lifetime event". Those who saw Blondin cross Niagara were said to be "curious" but they shouted encouragement at the start and were so startled by the dangerous feat that some even fainted. At the end of the walk, many people wanted to shake his hand.

Details that candidates may select, explore or respond to:

Overview

- both sets of spectators were positive / amazed / excited / full of admiration

Blondin

- the crowds were `eager` and `expectant`
- the spectators were described as `curious`
- when he appeared they shouted `encouragement of the heartiest kind`
- when he completed the first crossing `he was greeted with loud cheers`
- watching him on his second crossing, people held their breath and some fainted
- when it was over many wanted to shake him by the hand

Wallenda

- when he completed the crossing the crowds `erupted with cheers` / roar of the crowd
- William Clements jumped up and down with excitement
- lots of people took photographs as he approached the end of the crossing
- people came early, armed with chairs, snacks etc. / waited for hours to see him
- Muriel Marsh thought Wallenda was brave and clever
- Bert Dandy told his children it was `a once-in-a lifetime event` / `history in the making`

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

1 6 Both of these texts are about tightrope walkers crossing Niagara Falls.

Compare:

- what Blondin and Nik Wallenda did during their crossings of Niagara Falls
- how the writers try to convey the dangers of crossing Niagara Falls [10]

You must use the text to support your comments and make it clear which text you are referring to.

(AO3)

This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.

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

Give 1-2 marks to those who identify a basic similarity and/or difference in what the texts say about what the two men did as part of their walk over Niagara Falls.

Give 3-4 marks to those who identify some similarities and differences in what the texts say about what the two men did as part of their walk over Niagara Falls.

Give 5-6 marks to those who identify similarities and differences in what the texts say about what the two men did as part of their walk over Niagara Falls and make some attempt to comment on how the writers convey the dangers of the events.

Give 7-8 marks to those who make detailed comparisons about what the two men did as part of their walk over Niagara Falls and offer some valid comments about how the writers convey the dangers of the events.

Give 9-10 marks to those who make comparisons that are sustained and detailed about what the two men did as part of their walk over Niagara Falls and go on to show a clear understanding of the different ways in which the writers convey the dangers of the events.

Details that candidates may explore or respond to:

What Blondin and Nik Wallenda did during their crossings of Niagara Falls

Blondin:

- he began by inspecting the tightrope
- when he got to the centre of the rope, he sat down on it and took a look at the scene
- he then stopped again to lie full length on his back on the rope before turning a back somersault and walking rapidly across
- on his second walk, he carried a camera, took some photographs then returned, walking backwards

} tricks

Wallenda:

- walked slowly / 'painstakingly' / step by step
- he gave an interview when he was in the middle of the walk
- he knelt down on the wire, took his hand off his balance bar and waved at the spectators
- he ignored the rule to look straight ahead and instead looked down as he walked
- he punched the air when he reached the other side

How the writers try to convey the dangers of crossing Niagara Falls

Banks - Blondin:

- the 'dizzy height of 160 feet' / chasm of 1100 feet – 'tremendous space'
- the rope is described as 'fragile'
- he begins by saying no human had "dared to cross the terrible Niagara" – the adjective 'terrible' emphasises the dangers
- He says there could be no help if there were to be an accident / 'certain death' would follow
- he contrasts the spectators' excitement with Blondin's calmness
- the account of the two crossings includes the reactions of those watching ('the people held their breath and several persons fainted')
- he describes what Blondin's does as his 'absolutely miraculous antics'

Burnett - Wallenda:

- he was 60 metres above the 'churning waters'
- the account makes extensive use of adjectives, verbs and adverbs that suggest the tightrope walk is very dangerous – his crossing is made "slowly, painstakingly"
- Burnett details all the difficulties of the crossing ('near-blinding spray'; the 'rising mist')
- He says he ignored the 'first rule of tightrope-walking' which could increase the danger
- Burnett uses a quote from a spectator who calls him "very brave"

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

Section B (40 marks)

An understanding of purpose, audience and format is particularly important in this type of writing.

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 band descriptor that most closely describes the quality of the work should be selected:

- 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.

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; individual interpretations should be judged 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.

The total mark for each task (/20) will be given by awarding two marks:

- communication and organisation (12 marks)
- vocabulary, sentence structure, spelling, punctuation (8 marks)

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.

AO5 (60% of the marks available):

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6 (40% of the marks available):

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole.

	Communication and organisation <i>12 marks</i>	Vocabulary, sentence structure, spelling and punctuation <i>8 marks</i>
Band 5	<p>11-12 marks</p> <ul style="list-style-type: none"> shows sophisticated understanding of the purpose and format of the task shows sustained awareness of the reader / intended audience appropriate register is confidently adapted to purpose / audience content is ambitious, pertinent and sophisticated ideas are convincingly developed and supported by a range of relevant details there is sophistication in the shape and structure of the writing communication has ambition and sophistication 	<p>8 marks</p> <ul style="list-style-type: none"> there is 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 a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Band 4	<p>8-10 marks</p> <ul style="list-style-type: none"> shows consistent understanding of the purpose and format of the task shows secure awareness of the reader/intended audience register is appropriately and consistently adapted to purpose/audience content is well-judged and detailed ideas are organised and coherently developed with supporting detail there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation) communication has clarity, fluency and some ambition 	<p>6-7 marks</p> <ul style="list-style-type: none"> sentence structure is varied to achieve particular 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 vocabulary is ambitious and used with precision
Band 3	<p>5-7 marks</p> <ul style="list-style-type: none"> shows clear understanding of the purpose and format of the task shows clear awareness of the reader / intended audience register is appropriately adapted to purpose / audience content is developed and appropriate reasons are given in support of opinions / ideas ideas are organised into coherent arguments there is some shape and structure in the writing (paragraphs are used to give sequence and organisation) communication has clarity and fluency 	<p>4-5 marks</p> <ul style="list-style-type: none"> there is variety in sentence structure 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 vocabulary is beginning to develop and is used with some precision
Band 2	<p>3-4 marks</p> <ul style="list-style-type: none"> shows some awareness of the purpose and format of the task shows awareness of the reader / intended audience a clear attempt to adapt register to purpose / audience some reasons are given in support of opinions and ideas limited development of ideas some sequencing of ideas into paragraphs (structure / direction may be uncertain) communication has some clarity and fluency 	<p>2-3 marks</p> <ul style="list-style-type: none"> some variety of sentence structure there is some control of sentence construction some control of a range of punctuation the spelling is usually accurate control of tense and agreement is generally secure there is some range of vocabulary
Band 1	<p>1-2 marks</p> <ul style="list-style-type: none"> basic awareness of the purpose and format of the task some basic awareness of the reader / intended audience some attempt to adapt register to purpose / audience (e.g. degree of formality) some relevant content despite uneven coverage of the topic content may be thin and brief simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order) there is some basic clarity but communication of meaning is limited 	<p>1 mark</p> <ul style="list-style-type: none"> limited range of sentence structure 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 range of vocabulary
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit

COMPONENT 2

ASSESSMENT OBJECTIVE WEIGHTINGS

	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	Total %
Component 2	7.5	7.5	7.5	7.5	18	12	60

Assessment Objective		Strands	Elements
AO1	<ul style="list-style-type: none"> • <i>Identify and interpret explicit and implicit information and ideas</i> • <i>Select and synthesise evidence from different texts</i> 	<p><i>1 – Identify and interpret explicit and implicit information and ideas</i></p> <p><i>2 – Select and synthesise evidence from different texts</i></p>	1a – Identify explicit information
			1b – Identify explicit ideas
			1c – Interpret implicit information
			1d – Interpret implicit ideas
			2a – Select evidence from different text
			2b – Synthesise evidence from different texts

Assessment Objective		Strands	Elements
AO2	<p><i>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</i></p>	N/A	1a – Comment on, explain and analyse how writers use language, using relevant subject terminology to support their views
			1b – Comment on, explain and analyse how writers use structure, using relevant subject terminology to support their views
			1c – Comment on, explain and analyse how writers achieve effects, using relevant subject terminology to support their views
			1d – Comment on, explain and analyse how writers influence readers, using relevant subject terminology to support their views

Assessment Objective		Strands	Elements
AO3	<p><i>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</i></p>	N/A	1a – Compare writers' ideas across two or more texts
			1b – Compare writers' perspectives across two or more texts
			1c – Compare writers' ideas, as well as how these are conveyed, across two or more texts
			1d – Compare writers' perspectives, as well as how these are conveyed, across two or more texts

Assessment Objective		Strands	Elements
AO4	<p><i>Evaluate texts critically and support this with appropriate textual references</i></p>	N/A	<i>The AO is a single element</i>

Assessment Objective		Strands	Elements
AO5	<ul style="list-style-type: none"> • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts 	1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	1a – [Write] for different forms, purposes and audiences
			1b – Communicate clearly, effectively and imaginatively
			1c – Select and adapt tone, style and register
		2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	2a – Organise information and ideas
			2b – Use structural and grammatical features
			2c – [Write] to support coherence and cohesion of texts

Assessment Objective		Strands	Elements
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	N/A	<i>The AO is a single element</i>