



GCSE MARKING SCHEME

**ENGLISH LANGUAGE
(WALES CANDIDATES ONLY)**

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCSE ENGLISH LANGUAGE (WALES CANDIDATES ONLY). 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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FOUNDATION TIER - UNIT 1

General

The mark scheme is not intended to put a barrier between candidates' responses and *your* responses to *their* responses. The mark scheme offers some examples and tentative suggestions but does **not** provide a set of correct responses. It usually points to levels of achievement expected.

The paper (one hopes) will allow all candidates who have been properly entered for this examination to show what they know, understand and can do. What follows are only best guesses about how the paper will work out, and are subject to revision after we have looked at as many scripts as possible before and during the Conference.

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.

In Section A, you will be awarding three marks. For questions A1, A2 and A3 the total mark for each (out of 10) should be recorded in the right hand margin and the total for Section A (out of 30) should be ringed and then transferred to the front cover.

For Section B you will be awarding two marks:

- content and organisation (15 marks)
- sentence structure, punctuation, spelling (15 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 the question (out of 30) should be recorded in the right hand margin, 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.

Marking Instructions (Unit 1)

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 '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 (30 marks)

Read lines 1-27.

A1. What do you learn about where Christy Slane lives?

[10]

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation.

0 marks – nothing worthy of credit.

1-3 marks: Give 1 mark to candidates who struggle to engage with the text and/or question. Give 2-3 marks, according to quality, to those who just copy details, copy unselectively or make limited, simple comments with occasional references to text.

Give 4-6 marks, according to quality, to those who make simple comments based on details from the text. These answers may tend to be thin/unselective in their choice of textual material.

Give 7-10 marks, according to quality, to those who select appropriate material from the text to reach a valid response. Better answers will use a good range of textual detail and should be making inferences.

Some points showing evidence of selecting and understanding:

- poor housing – the street is one of ‘run-down little houses’;
- it’s not well looked after – overgrown privet hedge / overflowing garbage bins;
- an unsafe area? – bars on windows and a bike chained to it;
- a noisy environment / not peaceful, etc. – dog barking / child kicking and shrieking in a pram;
- other tenants possibly untidy/scruffy/uncaring – trainers and clothes dumped in the hall – ‘junk’;
- he doesn’t seem to have a good relationship with the other people in the house;
- the hall smells – ‘the stink of the shoes’ left there;
- he has a picture on the door, drawn by his daughter;
- some effort had been made to freshen the flat up – it smelled of fresh paint;
- Christy has made little effort to keep it tidy – unmade bed/clutter/little furniture;
- little money spent on the flat – blanket hung up for a curtain; cheap looking chairs; lampshade dented; window un-curtained.

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

Read lines 28-58.

A2. What do you think of Christy in these lines?

In your answer you should include:

- **How you react to what he reveals about himself;**
- **How you react to the way he treats Lev.**

[10]

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation.

0 marks: nothing worthy of credit.

1-3 marks: Give 1 mark to candidates who struggle to engage with the text and/or question. Give 2-3 marks, according to quality, to those who copy unselectively or make limited, simple comments with occasional references to text.

Give 4-6 marks, according to quality, to those who make simple comments based on surface details from the text. These answers may tend to be thin/unselective in their choice of textual material or limited in personal response.

Give 7-10 marks, according to quality, to those who select appropriate detail from the text to make a valid personal response. Better answers will use a good range of textual detail and should be making inferences.

Personal responses to Christy:

- we warm to him/like him - he seems a 'decent sort' / accommodating;
- we may feel sorry for him – his daughter no longer lives with him / his wife took more than her fair share of their belongings when they split up; he seems lonely;
- we may like him because he tries to be fair with Lev and wants him to be comfortable;
- we may like his disarming honesty – he's "more or less unemployed"; admits his failings;
- we may like his friendliness and warmth towards Lev; his tolerance of foreigners;
- we may appreciate the way he shows he thinks he can trust Lev.

Some points showing evidence of selection and understanding:

- he confides in Lev - his wife had taken most of their belongings;
- he is anxious that Lev takes the room - asks if it's all right;
- he tries to make the room sound good – "been cleaned and aired"; full-size bed;
- he says he will include washing in the rent for the room;
- he's apologetic about the childish covers and will change them if Lev is unhappy with them;
- he is disparaging about his wife – she would have taken even the toilet and bath if she could have;
- he shows some pride in his ability as a plumber;
- he is pleased that Lev will take the room;
- he is chatty and relaxed with Lev – tells him he's Irish / makes a pot of tea for them, etc.;
- he shows he's prepared to trust Lev – doesn't insist on a month's rent in advance.

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

Read lines 59-89.

A3. In these lines Christy and Lev get on well. How does the writer show this? [10]

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation. It also tests understanding of linguistic and structural devices.

0 marks – nothing worthy of credit.

1-3 marks: Give 1 mark to candidates who struggle to engage with the text and/or question. Give 2-3 marks, according to quality, to those who copy unselectively or make limited, simple comments with occasional references to text.

Give 4-6 marks, according to quality, to those who make simple comments based on details from the text and/or show limited development. These answers may be thin or tending to be unselective in their choice of textual material but better answers will make some attempt to address the issue of 'how'.

Give 7-10 marks, according to quality, to those who make valid comments based on an appropriate selection of textual material. These answers will probably rely mostly on the spotting of relevant detail but better answers may show some awareness of the issue of 'how', even if they rely on some spotting of key quotations.

Analysis of 'how' is partly a matter of content and partly a matter of language and method.

Some points that candidates may explore:

- Lev feels 'lucky to have found Christy' and happy to stay with him;
- Christy finds it easy to talk to Lev – even about his wife;
- Lev tries to show he is sympathetic to Christy, nodding even though he doesn't really understand him;
- Christy confides in Lev and seems to want to talk about his wife and his problems with her; he talks about her at length and the way she has turned his daughter against him;
- he seems relaxed in Lev's company - he is reflective and honest about his own faults – his drinking;
- Lev shows his support for Christy – by nodding again – even though he knows Christy is almost unaware of his presence;
- Christy goes on talking – "he didn't seem to want to stop" as if he needed Lev to be there listening to him;
- Lev can see that Christy is lonely – as he himself is; he sees they are similar in that respect;
- Christy is morose/upset/miserable - he shares his worries about having to go to court about his daughter;
- he wants to stop drinking and asks for Lev's help – forming a bond with him;
- he talks about the pair of them sitting "drinking tea like old friends";
- he makes dinner for the two of them, suggesting he likes Lev's company;
- Lev feels relaxed in Christy's company – he falls into a 'deep and sound' sleep.

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

Section B (30 marks)

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;
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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 Section B (/30) will be given by awarding two marks:

- content and organisation (15 marks);
- sentence structure, punctuation and spelling, (15 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.

Additional task-specific guidance

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

- a clear and coherent perspective (first or third person)
- a logical structure
- an evident sense of cohesion with material linked effectively
- a range of appropriate and well-selected details
- close and well-selected observation of characters, their appearance and behaviour and the interaction between them
- close observation of body language and the emotions of characters
- skilful use of dialogue to establish atmosphere and a sense of character
- some development of reflections on what is experienced or observed by the narrator
- positioning and establishing a relationship with the reader via devices such as asides, statements, questions, humour, active or passive voice
- ability to move from the general to the particular, observing details precisely and individually (such as facial expressions or physical objects)
- expression is clear and controlled (the best answers will show ambition and sophistication in expression as well as accuracy)

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

- content is thin and/or brief (lacking substance and convincing development)
- uncertain sense of perspective
- less secure sense of structure and uncertain or even random sequencing (for example, an uneasy sense of chronology)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion
- physical details described in a generalised, formulaic manner with little development
- general rather than specific description of characters and a tendency to use unconvincing stereotypes
- limited range of description (for example, no differentiation between people and physical details)
- limited or inappropriate use of dialogue
- little reflection or development of what is observed
- very limited awareness of the reader (for example, little use of devices such as asides or questions)
- a tendency for description to stay at the level of the general and lack close, individual detail
- expression/phrasing lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous

HIGHER TIER UNIT 1

General

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Section A (30 marks)

Read lines 1-34.

A1. What do you learn about Justo in these lines?

Write about:

- facts and details about him;
- the kind of person he is.

[10]

0 marks: nothing worthy of credit.

Give 1 mark to those who make unsupported assertions or simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the text and/or question.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text. These answers may tend to be thin/unselective in their choice of textual material or limited in inference.

Give 5-7 marks, according to quality, to those who select appropriate detail from the text to show understanding of the character. These answers should show cohesion and be making valid inferences.

Give 8-10 marks, according to quality, to those who explore appropriate detail from the text with depth and insight. These answers should be thorough as well as perceptive, covering a range of points accurately and with an assured grasp of character. Inferences should be thoughtful and assured.

Some points showing evidence of understanding and selecting:

- his 'reputation' has spread to other villages
- people say he is 'a defender of causes' (he can stick up for himself, or others)
- he is also 'a wit'
- perhaps 'too eager' to create his own 'mythology'
- he is 'one to watch' in the strength events
- he is clearly very strong (whether or not the ox story is true)
- he jokes about the 'ox story'
- he is the largest man in the competition
- he goes barefoot in the wood chopping because he only has one pair of boots
- he has lost a toe
- he can't afford new boots
- he is much better than anyone else at the wood-chopping
- he is less impressive at wine drinking
- he is formidably strong in the 'farmer's walk'
- he plays out a 'false drama' for the crowd
- he acknowledges his admirers
- he jokes with the children

Overview:

- well known
- he is immensely strong
- he has a sense of humour/a practical joker
- humble / modest (false?)
- he is perhaps rather proud of himself/likes to be the centre of attention
- a bit of a 'show-off'
- he is not wealthy
- fearless
- relates well to people

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

Read lines 35-64.

A2. **What does Maria think and feel about Justo in these lines? How does the writer show her thoughts and feelings?** [10]

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 text and/or the question.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text, and/or show limited development. These answers may be thin or tending to be unselective in their choice of textual material, or use unsupported/inappropriate spotting of devices. Better answers will make at least some attempt to address the issue of 'how'.

Give 5-7 marks, according to quality, to those who make valid comments based on an appropriate selection of textual material. These answers will probably rely on spotting factual content. Better answers may show some awareness of the issue of 'how', even if they do rely on some narrative or spotting of key quotations.

Give 8-10 marks, according to quality, to those who select and explore appropriate material from the text, showing insight into the author's method and use of language. These answers should have clarity and coherence and should show insight.

Some points candidates may explore:

- **she is interested in/attracted to him**
- **she 'engineers' several situations to meet him/she uses her 'feminine tricks' to attract his attention**
- she 'discovers' a need to visit friends near the finishing line
- she unleashes her most feminine laughter just as he walks past
- she smiles her broadest smile just as he looks her way
- **when he almost ignores her, she thinks Justo is 'the most arrogant man in Guernica'**
- **she feels even more determined to attract his attention**
- she works behind the scenes to present the prize to him
- she 'moves in' for a ceremonial kiss
- she deliberately skirts the crowd so that he will have to pass her again
- she asks him to dance (she takes the initiative)
- **she agrees he is not handsome**
- **she thinks he is 'frighteningly powerful'**
- **she thinks he is boastful but 'without confidence' with girls**
- **she is still interested in him**
- she defends him against the criticisms of her sisters (he has character)
- **she is thoughtful when her mother observes that Justo has his own farm**
- the writer points out that she has incentives to marry (she is the eldest of six girls/her father is 'fixed to his wooden chair' by an injury)
- she is silent as her sisters discuss Justo's many 'inadequacies'
- **the writer uses Maria's actions**
- **and her thoughts and dialogue**
- **there is interaction with Justo**
- **but also with her sisters and mother**
- **ironic, knowing tone (it so happened/who could have imagined)**
- **language choices (moved in/unleashed)**

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

Read lines 65-87.

A3. What happens in these lines? How do you react to what happens? [10]

0 marks: nothing worthy of credit.

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text, and/or just tell the story, with varying degrees of detail and accuracy.

Give 5-7 marks, according to quality, to those who select and begin to comment on appropriate material from the text. These answers should show clear understanding of 'what happens' and at least begin to engage with the issue of personal response.

Give 8-10 marks, according to quality, to those who show clear, detailed understanding of the text. They should also make a well-considered personal response.

What happens?

- Justo visits Maria's home
- he brings no presents but he is wearing his work clothes
- he greets the parents (perhaps rather comically?)
- he asks what he can do to help (which instantly wins over Mrs Onati and the sisters)
- he offers to do work they find hard
- he is very formal and polite
- he tells Maria to help (he doesn't ask her!)
- they eat a relaxed meal after work and Justo is now part of the family
- the sisters have changed their mind about him
- a month later Maria is in the front row at another fair watching Justo
- he leaves the contest and walks over to Maria
- he holds both weights in one hand and takes a gold ring from his pocket
- he asks the 'stunned' Maria to marry him
- she accepts and they kiss
- he goes back to the contest but is disqualified
- he shows he could win anyway
- he apologises to Maria for not winning another lamb.

Personal Response?

- at first he seems unromantic and awkward
- his offer to do the hardest work is likely to win approval/respect
- he takes Maria's help for granted/tells her what to do
- the way the sisters change their tune is amusing but also fair enough
- it is perhaps a surprise when he leaves the 'farmer's walk' to propose
- he is rather blunt
- his disqualification is an outrage
- it is good when he shows that he could have won
- it is quite charming when he apologises
- he is a big, rough lad but quite sensitive in his way

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

Section B (30 marks)

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:

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The total mark for Section B (/30) will be given by awarding two marks:

- content and organisation (15 marks);
- sentence structure, punctuation and spelling. (15 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.

Content and organisation (15 marks)

0 marks: nothing worthy of credit

Band 1 **1-3 marks**

- **basic sense of plot and characterisation**
- **simple chronological** writing predominates
- narratives may have a beginning and an ending but content is likely to be **undeveloped**
- paragraphs may be used to show obvious divisions and to group ideas into **some order and sequence**
- **limited range of vocabulary** is used with little variation of word choice for meaning or effect

Band 2 **4-7 marks**

- **some control of plot and characterisation** (e.g. perspective is maintained)
- narrative is beginning to show evidence of **some conscious construction** (e.g. some appropriate use of dialogue; topic sentences are supported by relevant detail)
- there is an **appropriate beginning** and an **apt conclusion**
- narrative is developed to **engage the reader's interest**
- paragraphs are **logically ordered and sequenced**
- there is **some range of vocabulary**, occasionally selected to create effect or to convey precise meaning

Band 3 **8-11 marks**

- overall the writing is **controlled and coherent**
- plot and characterisation are **convincingly sustained** (e.g. dialogue helps to develop character)
- narrative is **organised and sequenced purposefully**
- narrative has **shape, pace and detail**, engaging the reader's interest
- detailed content is **well organised** within and between paragraphs
- paragraphs of varied length are linked by text connectives and **progression is clear**
- there is some use of devices to achieve particular effects
- there is a **range of vocabulary** selected to create effect or to convey precise meaning

Band 4 **12-15 marks**

- the writing is developed with **originality and imagination**
- plot and characterisation are **effectively constructed and sustained**
- material is selected and prioritised to **maintain interest**
- narrative is **purposefully organised and sequenced and well-paced**
- paragraphs are effectively varied in length and structured to **control detail and progression**
- **cohesion is reinforced** by the use of text connectives and other linking devices
- **devices to achieve particular effects are used consciously and effectively**
- a **wide range of appropriate, ambitious vocabulary** is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling (15 marks)

0 marks: nothing 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 4-7 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 8-11 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 12-15 marks

- there is **appropriate and effective variation of sentence structures**
- 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**

Additional task-specific guidance

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

- a clear and coherent perspective (first or third person)
- a logical structure
- an evident sense of cohesion with material linked effectively
- a range of appropriate and well-selected details
- close and well-selected observation of characters, their appearance and behaviour and the interaction between them
- close observation of body language and the emotions of characters
- skilful use of dialogue to establish atmosphere and a sense of character
- some development of reflections on what is experienced or observed by the narrator
- positioning and establishing a relationship with the reader via devices such as asides, statements, questions, humour, active or passive voice
- ability to move from the general to the particular, observing details precisely and individually (such as facial expressions or physical objects)
- expression is clear and controlled (the best answers will show ambition and sophistication in expression as well as accuracy)

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

- content is thin and/or brief (lacking substance and convincing development)
- uncertain sense of perspective
- less secure sense of structure and uncertain or even random sequencing (for example, an uneasy sense of chronology)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion
- physical details described in a generalised, formulaic manner with little development
- general rather than specific description of characters and a tendency to use unconvincing stereotypes
- limited range of description (for example, no differentiation between people and physical details)
- limited or inappropriate use of dialogue
- little reflection or development of what is observed
- very limited awareness of the reader (for example, little use of devices such as asides or questions)
- a tendency for description to stay at the level of the general and lack close, individual detail
- expression lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous

FOUNDATION TIER - UNIT 2

General

The mark scheme is not intended to put a barrier between candidates' responses and *your* responses to *their* responses. The mark scheme offers some examples and tentative suggestions but does **not** provide a set of correct responses. It usually points to levels of achievement expected.

The paper (one hopes) will allow all candidates who have been properly entered for this examination to show what they know, understand and can do. What follows are only best guesses about how the paper will work out, and are subject to revision after we have looked at as many scripts as possible before and during the Conference.

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.

In Section A, you will be awarding three marks. For questions A1, A2, A3 and A4 the total mark for each (out of 5 for the first two questions and 10 for the second two) should be recorded in the right hand margin and the total for Section A (out of 30) should be ringed and then transferred to the front cover.

For Section B you will be awarding two marks:

- content and organisation (15 marks)
- sentence structure, punctuation, spelling (15 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 the question (out of 30) should be recorded in the right hand margin, 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.

Marking Instructions (Unit 2)

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 '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 (30 marks)

Read the internet article, 'We must not ignore the plight of our farmers' on the opposite page.

- A1. (a) List **three** examples of the way Dave has been affected by badgers. [3]
- (b) Give **one** piece of evidence that shows the problem with TB in cattle has become worse over the years. [1]
- (c) According to Dave, why has the problem with badgers become worse? [1]

This question tests knowledge and use of text.

- (a) Award **one** mark for each correct point, to a maximum of **three**:
- won't now give his real name in case he's targeted by animal rights activists;
 - he now has animals in his herd affected by TB;
 - a member of his own family 'came down' with TB;
 - he now has badgers on his land.
- (b) Award **one** mark for any of the correct points below, to a maximum of **one**:
- in 1998 fewer than 6000 cows killed because of TB; in 2011 figure had risen to 34,000;
 - Dave now has regular cases of TB in his herd;
 - TB in cows has "increased dramatically" since 1992 / was under control in 1970s/1980s;
 - TB in cattle has resulted in a decrease in the number of dairy farms.
- (c) Award **one** mark for either of the correct points below, to a maximum of **one**:
- farmers are now not allowed to shoot badgers / badgers are now protected;
 - their numbers have got out of control / numbers have "grown considerably";
 - badgers have no natural predators.

- A2. Apart from the problems caused by badgers, farming is still a hard and difficult job. List five details that show farming is both hard and difficult. [5]

This question tests knowledge and use of text

Award **one** mark for each correct point below, to a maximum of **five**:

- farmers work very long hours every day of the week;
- its 'hands-on' / intensive work – nursing them through birth / hand feeding when sick;
- some farmers have gone out of business – 40% of dairy farms have stopped farming;
- the money they receive from milk has been 'slashed';
- bad weather can make things worse for farmers;
- the price of grain has increased and has hit farmers hard.

Now read the ‘Save the Badger’ leaflet in the separate Resource Material.

A3. The ‘Save the Badger’ leaflet tries to persuade readers to join the campaign against the badger cull. How does the leaflet do this? [10]

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

0 marks – nothing worthy of credit.

1-3 marks: Give 1 mark to candidates who struggle to engage with the text and/or question. Give 2-3, according to quality, to those who copy unselectively or make simple comments with occasional references to the text.

Give 4-6 marks, according to quality, to those who make simple comments based on surface features of the text and/or show limited development. These answers may be thin or tending to be unselective in their choice of textual material, or use unsupported/inappropriate spotting of devices.

Give 7-10 marks, according to quality, to those who make valid comments based on a range of appropriate detail from the text. These answers will probably rely on spotting factual content. Better answers may show some awareness of persuasive language and/or technique, although they may rely on some ‘spotting’ and listing of key words and phrases.

‘How’ is partly a matter of content and partly a matter of style.

Some points that candidates may explore to show how the leaflet tries to persuade:

- it sets out the aims of the website very clearly, giving a list of the way badgers are treated;
- it calls the treatment ‘persecution’;
- it is sarcastic about the use of the word ‘cull’ - “slaughter would be more appropriate”;
- it refers to scientific studies that support their case against killing badgers;
- the word ‘**slaughter**’ is emboldened for emphasis; and it goes on to say that culling will ‘**not**’ solve the problem of TB in cattle;
- it talks of the successful campaign to abandon the cull in Wales;
- it repeats the scientific argument (exterminating every badger will not get rid of TB in cows);
- it reminds readers of the law that protects badgers;
- it gives examples where culling has not stopped TB;
- they talk of the organisation’s sympathy for farmers / concern for welfare of cows;
- they argue that there are more effective ways of protecting cattle / vaccination more effective;
- they explain what is needed for the long-term protection of animals;
- they invite readers to contact them;
- they use a supportive quotation from Sir David Attenborough, who is widely respected;
- the photograph of the badger shows a beautiful wild animal;
- the ‘Save the Badger’ logo repeats the ‘Stop the Slaughter’ message;
- they conclude their campaign sheet with a short, punchy imperative.

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

You will now need to use both texts to answer the following question.

A4. Compare what the two texts say about:

- vaccinating badgers and cattle against TB;
- what scientists say about how to reduce the spread of TB.

In your answer you must make it clear which texts you are referring to.

[10]

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

0 marks: nothing worthy of credit

1-3 marks: Give one mark to those who copy unselectively with little sense of the question. Give 2-3 marks to those who select some relevant details but fail to identify the writers/texts at all.

Give 4-6 marks, according to quality, to those who identify the writers/texts in some way and see a limited range of points, showing at least some ability to make comparisons.

Give 7-10 marks, according to quality, to those who clearly identify the texts/writers and see a range of valid points, organising the answer clearly and appropriately to collate material from different sources. Better answers should make comparisons and cross-references.

Vaccinating badgers and cattle against TB

Save the Badger: (leaflet)	vaccinating badgers is now being tried in Ireland; 'Save the Badger' believe vaccination is more effective at getting rid of TB in cattle.
Plight of farmers: (Rowena Davies)	Animal rights groups and charities believe vaccines are the answer; but there are no suitable vaccines for cows; NFU believe it is difficult to vaccinate badgers effectively / needs to be done once every four years; it's very expensive to vaccinate badgers.

What scientists say about how to reduce the spread of TB

Save the Badger: (leaflet)	scientific studies have shown culling would be "of little help in reducing the disease"; the studies suggest culling could make the problem worse; scientists are convinced that even exterminating every badger would not get rid of TB in cows; scientists are concerned that whole populations of healthy badgers could be wiped out by culling them. "Killing badgers is not the answer" – Sir David Attenborough
Plight of farmers: (Rowena Davies)	science suggests culling is effective; because culling brought TB under control in the 1970s and 1980s.

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

Section B (30 marks)

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 Section B (/30) will be given by awarding two marks:

- content and organisation (15 marks);
- sentence structure, punctuation and spelling, (15 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.

- B1. Your school wants to raise money for charity. You have the chance to speak in an assembly to persuade the school to support a charity of your choice. You could consider charities such as Oxfam, Children in Need or Save the Badger, but you may have an idea of your own.**

You might consider:

- **information about the charity;**
- **why it is a good charity to support;**
- **some ideas about how to raise the money;**
- **why students should get involved.**

Write what you would say.

[30]

Content and organisation (15 marks)

0 marks: nothing worthy of credit

Band 1 1-5 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 6-10 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 11-15 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 (15 marks)

0 marks: nothing worthy of credit.

Band 1 1-5 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 6-10 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 11-15 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**

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 the purpose of the task
- a sustained sense of register and purpose which meets the requirement for a talk (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 exploring a number of reasons why the chosen charity is appropriate and offering a range of good suggestions for fund raising)
- 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 (perhaps showing why the charity is particularly appropriate for a school/college to support)
- 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 in expression)

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

- uncertain grasp of task
- uncertain sense of purpose and register (for example, ignoring the requirement for a talk)
- limited awareness of the reader/audience
- less secure control of structure (uncertain or random paragraphing or 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 wants to help people like this*)
- limited development of ideas/opinions and a tendency to simple assertion
- expression/phrasing lacks fluency and clarity (a tendency to be awkward)
- errors are basic and/or numerous

HIGHER TIER UNIT 2

General

The mark scheme is not intended to put a barrier between candidates' responses and *your* responses to *their* responses. The mark scheme offers some examples and tentative suggestions but does **not** provide a set of correct responses. It usually points to levels of achievement expected.

The paper (one hopes) will allow all candidates who have been properly entered for this examination to show what they know, understand and can do. What follows are only best guesses about how the paper will work out, and are subject to revision after we have looked at as many scripts as possible before and during the Conference.

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.

In Section A, you will be awarding three marks. For questions A1, A2 and A3 the total mark for each (out of 10) should be recorded in the right hand margin and the total for Section A (out of 30) should be ringed and then transferred to the front cover.

For Section B you will be awarding two marks:

- content and organisation (15 marks)
- sentence structure, punctuation, spelling (15 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 the question (out of 30) should be recorded in the right hand margin, 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.

Marking Instructions (Unit 2)

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 '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 (30 marks)

Read lines 1-29 of 'The Lion King' by Georgie Thompson on the opposite page.

A1. What did Georgie Thompson think and feel during her visit to Shamwari Reserve?
[10]

This question tests knowledge and use of text and inference / interpretation. It also tests appreciation of language.

0 marks: nothing worthy of credit

Give 1 mark to those who make simple comments or unsupported assertions with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the text and/or the question.

Give 2-4 marks, according to quality, to those who make some valid comments and/or show limited range. These answers may be thin or tending to be unselective in their choice of textual material.

Give 5-7 marks, according to quality, to those who select a range of appropriate detail from the text to show clear understanding. These answers should show cohesion and coherence.

Give 8-10 marks, according to quality, to those who select appropriate detail from the text to sustain a valid interpretation. These answers should be thorough as well as methodical, covering a range of points accurately. Look for clarity and coherence in these answers.

Some points candidates may explore:

- she thinks she is fortunate/privileged to be there (not many people get the chance to do what she did) / lucky / honoured / adventure of a lifetime
- she thinks it puts life into perspective (it reminds you of your place in the world)
- she thought the lions were "ferocious" animals
- she thought her 'days were numbered' when she was left with the lions (afraid/vulnerable)
- it was a humbling experience which reminded her of how small we are in the 'grand scheme of things'
- she was grateful for the space that saved her from being breakfast
- she thought the lions were 'beautiful kings' of the animal world
- being with them was "special"
- she was aware of her mortality
- she felt excited by the danger
- she was attracted by the unpredictability
- she thought the luxury made the place even more 'magical'
- she appreciated the 'complete privacy' of her lodge
- she liked the plunge pools

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

Now read 'South Africa's Animal Rescue' by Britt Collins in the separate Resource Material.

A2. How does Britt Collins try to show that Shamwari Wildlife Reserve is 'an important force for good'? [10]

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation. It also tests understanding of linguistic and structural devices.

0 marks: nothing worthy of credit.

Give 1 mark to those who make simple comments or unsupported assertions 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 some valid comments based on surface features of the text and/or show limited development. These answers may be thin or tending to be unselective in their choice of textual material, or use unsupported/inappropriate spotting of 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, but better answers will be relevant, cohesive and selective.

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 authorial methods and/or language/structure.

Some points candidates may explore:

- it is an animal sanctuary where rescued animals recover from ill-treatment (a refuge)
- It allows freedom (space) for animals to roam
- people can do volunteer work at the Born Free Foundation helping mistreated animals/develop skills/educational/benefits the volunteers
- protects/preserves one of the 'last great wilderness areas'
- the work helps and monitors animals (casualties of forest fires and predators)
- the work is valuable with tangible results
- it is the base for the Born Free centre
- rescued and traumatised animals are helped
- poachers are deterred by an armed unit
- the rifle has never been used (animals are observed and protected but not harmed)
- the animals have had 'harrowing experiences' in circuses and zoos
- lion cubs which were horribly mistreated are now 'playful and curious' / they seek the 'touch' of another mammal
- a baby elephant was saved by the rangers
- the driver switches off the engine to allow the elephants to pass undisturbed
- a range of animals treated with respect and compassion

Method

- she suggests it is good for the volunteers as well the animals (overview)
- she uses specific examples of how Shamwari does good for animals
- she contrasts the treatment at Shamwari with zoos and circuses
- she paints a picture of unselfish care and consideration (sentimental)
- language (sanctuary, traumatised and so on)
- blunt tone of "an important force for good"

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

To answer this question you will need to refer to both texts.

A3. Compare and contrast what these two writers say about Johan Joubert.

You must make it clear from which text you get your information. [10]

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

0 marks: nothing worthy of credit

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

Give 2-4 marks, according to quality, to those who identify the writers/texts in some way and see a limited range of points, showing at least some ability to make comparisons.

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

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

Points in each text for candidates to compare/contrast:

Georgie Thompson:

- he runs the park
- focus on a wider range of work
- he believes in conservation (it is his 'watchword')
- he believes in the education of future generations
- he is committed to animal welfare (Born Free is based in the reserve)
- he is a vet and works in the animal hospital (Dr. Doolittle)
- he is brave/foolhardy (walking in the bush alone with no phone)
- he knows how to stay alive / resourceful
- he is quite a man

Britt Collins

- he is wildlife manager at Shamwari
- he is resident vet (Big Cat Doctor)
- he takes real risks to help the animals (the fresh scar from the lioness shows his courage)
- he runs the Born Free centre (he is compassionate)
- he also runs an armed unit (he is brave/determined/tough)
- he is modest/plays down the danger (a few cuts and bruises!)
- focus on work with animals
- he has sense of humour ('don't try this at home')
- he cares about the animals (he has never used the rifle)
- he genuinely is thrilled by the wildlife

Both texts

- both admire Joubert
- both mention that Joubert is really caring/compassionate about animals
- both stress his commitment to animal welfare
- both mention his work in the animal hospital as a vet
- both mention that he is a risk taker (brave/foolhardy) / daring
- both mention injuries (in his stride)

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

Section B (30 marks)

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 Section B (/30) will be given by awarding two marks:

- content and organisation (15 marks);
- sentence structure, punctuation and spelling, (15 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.

Section B (30 marks)

- B1.** Your school wants to raise money for charity. You have the chance to speak in an assembly to persuade the school to support a charity of your choice. You could consider charities such as Oxfam, Children in Need or the Born Free Foundation, but you may have an idea of your own.

You might consider:

- why it is a good charity to support;
- why and how students should get involved.

Write what you would say.

[30]

Content and organisation (15 marks)

0 marks: nothing 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 4-7 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 8-11 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 12-15 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 (15 marks)

0 marks: nothing worthy of credit

Band 1 1-3 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 4-7 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 8-11 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 12-15 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**

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 a talk (for example, a lively, opinionated or passionate 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 a talk)
- 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 wants to help people like this)
- 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



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