



GCSE MARKING SCHEME

ENGLISH / ENGLISH LANGUAGE (ENGLAND)

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCSE ENGLISH / ENGLISH LANGUAGE (ENGLAND). 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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UNIT 1: READING (FOUNDATION TIER) (40 marks)

Read the internet article in the separate Resource Material 'Shark Attack'.

Q.1 Using information in the internet article, answer the following questions:

- (a) Which country has had the most shark attacks since records began? [1]
- (b) Which country has had the most fatal shark attacks since records began? [1]
- (c) Give two duties of a lifeguard. [2]
- (d) At what times of the day do sharks feed? [1]
- (e) What food does the whale shark eat? [1]
- (f) Give four reasons why a shark may attack a human. [4]

This question tests the ability to read and understand texts and select material appropriate to purpose.

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

- (a) United States of America (1)
- (b) Australia (1)
- (c) to check on your safety (1) to look for signs of sharks in an area (1)
- (d) dawn and dusk (1)
- (e) plankton (1)
- (f) Award one mark for each mark up to a **maximum** of 4:
- they will eat just about anything
 - if they mistake humans for a seal
 - they are protecting their territory
 - they are attracted by the smell and taste of blood
 - they confuse jewellery with fish scales
 - it is curious

Q.2 According to the internet article, 'Shark Attack', what can a person do to reduce the chances of being attacked by a shark? [10]

This question tests the ability to read with insight and engagement, make appropriate reference to texts, and to develop and sustain interpretation of text.

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, make unsupported assertions or make simple comments with occasional references to the text.

Give 4-6 marks, according to quality, to those who will make some simple comments/inferences and some appropriate selection from the text. These answers may be thin / unselective in their choice of textual material.

Give 7-10 marks according to quality, to those who make valid comments based on appropriate detail from the text. These responses will track the text securely.

Some points the candidates may explore to show understanding:

- do not swim in areas with lots of sharks/shark territory/USA, South Africa, Australia
- swim at beach patrolled by life guards
- do not swim alone/swim in large groups
- avoid swimming at dusk/dawn
- stay close to shore
- do not swim near river mouths
- avoid water contaminated by sewage
- do not swim with an open wound
- take off jewellery when going swimming
- avoid splashing
- move away if you see large groups of dolphins and sea birds
- if you see a shark do not be aggressive
- if you see a shark get out of the water as calmly and quickly as possible
- never touch a shark

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

Now read the radio interview opposite: “Surfer Uses Surfboard to Fight Shark”.

Q.3 How does Richard Wands make his experience sound tense and frightening?

You should write about:

- what happens to him;
- words and phrases he uses.

[10]

This question tests the ability to read and understand texts and to select material appropriate to purpose, and to develop and sustain interpretations of writers’ ideas and perspectives. It also tests how writers use linguistic, grammatical, structural and presentational features to achieve affects and engage and influence the reader.

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, make unsupported assertions or make simple comments with occasional references to the text.

Give 4-6 marks, according to quality, to those who will make some simple comments/inferences and some appropriate selection from the text. These answers may be thin / unselective in their choice of textual material.

Give 7-10 marks, according to quality, to those who make valid comments about why or how the article is tense and exciting based on appropriate detail from the text. These responses will track the text securely and explore the impact of specific words and phrases.

Some points candidates may explore:

- title “Fight Shark” about a battle
- calls tiger shark deadly – potential to die
- contrast of the “beautiful morning” and the deadly attack
- explains how shark swam under his board - frightening
- says he was terrified because he knows these sharks can kill
- gives numbers of deaths 5 in 18 months
- says he was scared knew he was going to be attacked
- tells how he was so close he could have placed his board on the shark
- clear water intensifies experience as he can see so clearly
- describes the shark dramatically: huge body, bulging eyes, terrifying teeth
- tells how the shark looked mean and merciless
- explains how he knew he would lose an arm or a leg
- says he felt totally exposed
- shark speeds off – very quick and terrifying
- explains how he knew the shark would take a chunk out of him
- only had a surfboard to defend himself
- describes how it attacked and attacked him again – shark will not be deterred
- short sentence ‘I was terrified’
- called it a matter of life and death
- immense relief
- paddled furiously
- yells loudly to alert others – concerned for others
- tells how he collapsed on the beach
- says the sand was unpleasant but beautiful/wonderful after his ordeal
- trembling with fear
- recognises that he could have been like the dolphin
- contrast with the swimmers and the children paddling happily
- says he never wanted to see another shark

Overview: describes how the shark mounted the attack and then tells you how he feels about what happens. Is fully aware of the dangers because of his background knowledge of sharks.

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

To answer the next question you will need to refer to both texts.

Q.4 Compare what the two texts say about sharks.

Organise your answer into two paragraphs:

- what they say about great white sharks [5]
- what they say about tiger sharks [5]

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

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

For each part of this question, give a mark, to a maximum of 5, using the levels of response below:

0 marks: nothing worthy of credit

Give 1 mark to those who copy unselectively or make simple comments with occasional references to the text with little sense of question, and fails to identify texts/writers.

Give 2-3 marks, according to quality, to those who make simple comparisons between texts based on surface features and/or show awareness of more straightforward implicit meanings. These answers may be thin.

Give 4-5 marks, according to quality, to those who identify the texts/writers and see a range of valid points and organise the answer clearly and appropriately to collate material from different sources and make comparisons and cross-references.

Great white sharks

Internet article:

- responsible for most human deaths / is deadly / is a killer
- called a blue pointer in South Africa
- grows to an average length of three metres

Radio interview:

- live in colder waters (than tiger sharks)
- it was the killer shark in “Jaws”
- it can attack and kill a human

Tiger sharks

Internet article:

- second biggest shark killer of humans / is deadly / is a killer
- eats anything it can catch alive / nicknamed dustbin of the sea

Radio interview:

- can attack and kill a human / deadly / responsible for 5 deaths in Australia in 18 months
- has tiger like stripes / stripes will fade
- will eat a dolphin carcass

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

UNIT 1: READING (HIGHER TIER) (40 marks)

Read the first page of the newspaper article in the separate Resource Material: 'At war with World of Warcraft'.

Q.1 Explain how gaming affected Ryan Van Cleave's life.

[10]

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

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 simple comments based on surface features of the text or show some limited development. 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 reach a valid, sensible explanation based on a range of appropriate evidence from the text. These answers should show understanding and some cohesion.

Give 8-10 marks, according to quality, to those who reach a detailed and well-considered interpretation based on methodical exploration of the text. These answers should be thorough, selective and coherent.

Points to explore:

- It makes him an "addict" / "consumed" gaming takes over his life
- "almost lost everything" dramatic impact on his life – virtually destroyed it
- "little time for his real life" caused him to ignore/detach from his family
- "dominated everything" it became his sole priority – work comes second to gaming
- "squeeze in computer time" makes him desperate to catch a few computer seconds
- "microwave meals, energy drinks" willing to sacrifice health - convenience a priority
- "better than everyday life" he feels the virtual world is better than the real one
- "arguing with his wife" strain/burden/impact on marriage
- "like a god" he enjoys the control and power offered by gaming
- "The real world makes me feel useless" virtual world superior/real life inadequate
- "life should have been perfect" ruined their lives
- "late for her first ultrasound scan" neglects family/changes priorities
- "stealing away" knows his addictive behaviour is wrong but unable to stop
- wife is "disgusted" impacts relationship – abdicated responsibility/abandons them
- "abandon her and their new baby" reckless/isolates himself/selfish
- "life began to fall apart" risks everything/totally consumed by gaming
- "began to feel that others at work disliked him" paranoid/isolated
- "buried himself" escapism – retreats/withdraws to the computer when things get tough

Overview:

- His life revolves around the computer/ it dominates his life
- He knowingly neglects family/professional life – becoming anti-social and isolated
- He feels like the computer is the only place where he has control/feels good – elsewhere inadequate

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

Read the second page of the article.

Q.2 According to this part of the article, why is *World of Warcraft* a dangerous game? [10]

This question tests knowledge and use of text and inference. 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 question and/or the text.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text or show some limited development. 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 reach a valid, sensible explanation based on a range of appropriate evidence from the text. These answers should show understanding and some cohesion.

Give 8-10 marks, according to quality, to those who reach a detailed and well-considered interpretation based on methodical exploration of the text. These answers should be thorough, selective and coherent.

Points to explore:

- “hard to resist” powerfully tempting/addictive/struggles to avoid it
- “doesn’t end...goes on and on...” perpetual/constant challenge/inescapable
- “obsession” potential to dominate your life like it did to Van Cleave
- “never get enough” highly addictive – never satisfied
- “effects...not to be taken lightly” should be recognised as a major problem
- “suffering from exhaustion”, “eyesight strain” causes physical illnesses
- “playing for 50 hours straight” obsessional/ridiculous/consuming
- “obsessional behaviour...paranoia” psychologically damaging
- “neglected their children” wider family impact - not just the gamers who suffer
- “mesmerised” captivating - almost to a hypnotic level
- “similar to gambling addiction” – compared to well-known dangerous habit
- “60 hours a week”, “18 hours straight” all-encompassing/time consuming
- serious of effects on Van Cleave – loses job
- withdrawal symptoms like a drug addict
- “heard it all before ... no confidence that he would stop” addicts often return to gaming / wife loses faith
- “his students spend much of their lives online” computer use is widespread
- “Games are fine if they are part of a balanced life” – dangerous if not
- picture of players – intense concentration/anti-social/fully focused/look anxious
- “cataclysm” used on picture – synonymous with catastrophe

Overview:

- The game is hugely addictive – consuming/compulsive
- The game is dangerous due to its continual evolution/development/endlessness
- Dangerous due to health effects
- Dangerous due to the effects on others
- Dangerous because it is so widespread/common

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

Read the internet report on the opposite page.

Q.3 How does the writer try to persuade us that gaming is a beneficial activity? [10]

This question tests the ability to follow an argument, distinguish between fact and opinion and evaluate how information is presented.

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 question and/or the text.

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.

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. Better answers may show some awareness of authorial method and/or language, although they may rely on spotting key words and phrases.

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 method and/or language.

Points to explore:

- Title – rhetorical question then instructive solution gives a benefit - i.e. becoming smarter
- Acknowledges opposing view “jobless...sleep deprived” but dispels these as a stereotype
- Gives immediate positive benefits “key skills” and “improve your brain”
- Uses a professional - game designer Jane McGonigal - to add weight to view of “passion”
- Quotes from McGonigal “improve real lives” emphasis on benefits
- Statistical evidence “100,000” have used the game to tackle health issues (vast number)
- Lists illnesses that can be addressed by gaming – major problems “depression ... anxiety”
- “not alone in her passion” many other advocates for gaming/support
- “real benefits” repetition of “real” and continual focus on reality/importance
- Real benefits to everyday skills acquired “how to solve problems”
- Additional expert Alan Weiss – health expert (not computer expert) supports the argument
- Talks about groups/work “vital skill” developed through games which help in real life
- Focus on the word “teaching” in the headings suggesting an educational value to gaming
- Blunt approach about winning/losing – criticises the false culture of everyone winning
- Acknowledges the counter argument “epilepsy” but moves quickly on to additional positives
- “make you happy” appeals to positive feelings
- Talks about “choose” suggesting free choice – it’s up to the gamer and it is “hard work”
- “go past our limitations” makes us better people
- “mastery” makes it sound like the gamer has the potential for perfecting skills
- “we get smarter” repeats the real benefits
- “consider it brain food” effective conclusion – links to title

Method

- Use of expert opinion Alan Weiss / Jane McGonigal
- Direct appeal to the audience and the direct ways it can benefit the individual
- Listing/exemplification of the many benefits/skills (“especially for kids”)
- Ability to acknowledge the counter argument and refute it
- Subheadings in bold stress range of benefits/all positive and summarise the section

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

To answer the next question you will need to refer to both texts.

Q.4 Compare and contrast what the two texts say about computer games?

Use the following headings in your answer:

- The possible effects of computer games on health;
- The possible effects of computer games on behaviour.

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

0 marks: nothing worthy of credit.

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

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

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

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

Effects on health:

The newspaper article

- poor diet / microwave meals
- obsessional behaviour / paranoia / insomnia / addicted
- exhaustion / eyesight strain
- stomach/head hurts / sweating / withdrawal symptoms
- unwell

The Internet report

- sleep deprived
- improves your brain
- depression / anxiety / chronic pain (can cause or solve these)
- epilepsy / repetitive strain
- makes you happy

Effects on behaviour:

The newspaper article

- immersed / mesmerised (addicted / paranoid / obsessed – if not given above)
- stealing away / secretive / isolated / ignores family or friends / eating alone etc.
- argumentative (with wife)
- neglects family or himself / irresponsible

The Internet report

- can be obsessive
- can help you be creative / solve problems
- helps you work in a team / be sociable
- helps you learn to win and lose correctly

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

Candidates must make it clear from which text they get their information.

UNIT 2: WRITING (FOUNDATION TIER) (40 marks)

GRADE DESCRIPTORS (QUESTIONS 1 AND 2)

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.

N.B. This tier will lead to awards from Grades C-G; the scale allows for performances which are above this on occasion.

For each of Question 1 and 2 you will be awarding two marks:

- content and organisation (13 marks)
- sentence structure, punctuation, spelling (7 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 each of 1 and 2 (out of 20) should be recorded in the right hand margin and the total for the unit (out of 40) 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.

UNIT 2: WRITING (FOUNDATION TIER) (40 marks)

Q.1 'Teen View', a magazine for teenagers, wants to publish lively reviews from its readers. Write a review of a film or TV programme you have watched, or a book you have read.

You should include details about:

- what the film/TV programme/book is about;
- one or two memorable parts of the film/TV programme/book;
- what you thought about the film/TV programme/book as a whole and why.

Write your review.

[20]

Content and organisation (13 marks)

0 marks: not worthy of credit

Band 1 1-6 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 7-9 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 10-13 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 (7 marks)

0 marks: not 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 **4-5 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 **6-7 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 format/task
- a clear sense of the register and purpose for a review
- **clear sense of engagement with the audience**
- a clear and coherent approach or viewpoint (perhaps looking in some detail at some aspects of the book, film or TV programme with a clear sense of opinion)
- a logical structure within which any ideas are presented effectively and clearly
- an emerging sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate details to illustrate and give substance to ideas and opinions (use of facts/opinions/anecdotes/personal opinion)
- some development of ideas and opinions to give **substance** to the review
- ability to move from general ideas to those which are explored in further detail)
- expression is clear and mostly controlled
- a clear understanding of the devices which may be used for a review

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 or misunderstanding the requirement for a review)
- very limited awareness of the reader/audience
- limited 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/detail (for example, a single sentence for each topic such as *I hate the film*)
- 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

Q.2 Last weekend you had to travel by train. The journey was disastrous and ruined your day.

You decide to write a letter of complaint to the train company.

You should include details about:

- **your journey;**
- **the problems you faced;**
- **how your day was affected;**
- **what you want the train company to do about it.**

Write your letter.

[20]

Content and organisation (13 marks)

0 marks: not worthy of credit

Band 1 1-6 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 7-9 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 10-13 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 (7 marks)

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 4-5 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 6-7 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**

Additional task-specific guidance

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

- clear understanding of format/task
- a clear sense of register and purpose which meets the requirement for a letter (for example, the intention/direction of the letter should be clear throughout)
- **clear sense of engagement with audience**
- a clear and coherent approach/viewpoint (perhaps looking in detail at some aspects of the complaint and/or more widely)
- a logical structure within which any arguments are presented effectively and clearly
- an emerging sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate 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 general ideas to those which are explored in further detail)
- expression is clear and mostly controlled

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 or misunderstanding the requirement for a formal letter)
- very limited awareness of the reader/audience
- limited 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/detail (for example, a single sentence for each topic such as *everyone knows trains are delayed*)
- 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

UNIT 2: WRITING (HIGHER TIER) (40 marks)

GRADE DESCRIPTORS (QUESTIONS 1 AND 2)

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.

N.B. This tier will lead to awards from Grades C-G; the scale allows for performances which are above this on occasion.

For each of Question 1 and 2 you will be awarding two marks:

- content and organisation (13 marks)
- sentence structure, punctuation, spelling (7 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 each of 1 and 2 (out of 20) should be recorded in the right hand margin and the total for the unit (out of 40) ringed and then transferred to the front cover.

UNIT 2: WRITING (HIGHER TIER) (40 marks)

- Q.1 Last weekend you had to travel by train. The journey was disastrous and ruined your day. You decide to write a letter of complaint to the train company, making a convincing case for a full refund.

Write your letter.

[20]

Content and organisation (13 marks)

0 marks: not 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 4-6 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 7-9 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 10-13 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 (7 marks)

0 marks: not worthy of credit

Band 1 1 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 2-3 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 4-5 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 6-7 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**

<p>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.</p>

Additional task-specific guidance

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 letter (for example, the intention/direction of the letter should be established and sustained)
- clear sense of engagement with audience
- a clear and coherent approach/viewpoint (perhaps looking in detail at some aspects of the complaint and/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 formal letter)
- (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 knows trains are delayed*)
- 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

Q.2 'Teen View', a magazine for teenagers, wants to publish lively reviews from its readers. Write a review of a film or TV programme you have watched, or a book you have read.

Write your review.

[20]

Content and organisation (13 marks)

0 marks: not 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 4-6 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 7-9 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 10-13 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 (7 marks)

0 marks: not worthy of credit

Band 1 1 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 2-3 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 4-5 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 parenthetic commas
- **most spelling**, including that of irregular words, **is usually correct**
- **control of tense and agreement is secure**

Band 4 6-7 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**

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 format/task
- a sustained sense of register and purpose which meets the requirement for a review (for example, a lively, opinionated or witty approach, establishing contact with the reader)
- **clear sense of engagement with audience**
- a clear and coherent approach/viewpoint (perhaps looking in detail at some aspects of the book, film or TV programme and/or ranging more widely)
- a logical structure within which any ideas 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/opinions/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 or misunderstanding the requirement for a review)
- (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 likes this film*)
- 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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