



GCSE MARKING SCHEME

SUMMER 2022

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

INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE ENGLISH LANGUAGE - UNIT 3

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General Instructions

Where banded levels of response are given, it is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others. Examiners should select one of the band descriptors that most closely describes the quality of the work being marked.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

This mark scheme instructs examiners to reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the text and reward credit as directed by the banded levels of response.

SECTION A (Reading): 40 marks

TEXT A

- A1. How many campers did 'Go Outdoors' include in their camping survey? [1]**

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

2831

- A2. What percentage of the campers have been camping within the last month? [1]**

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

37%

- A3. The text refers to 'camping veterans'. What does this mean? Tick (✓) the correct answer. [1]**

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

d) People who are experienced campers.

- A4. Give two reasons why more young people are getting into camping. [1]**

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

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

- festivals
- Scout/Guide Groups
- expeditions

TEXT B

A5. What is a camping pitch? Tick (✓) the correct answer. [1]

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

The area of the campsite where you set up your tent.

A6. Text B shows how to choose the perfect camping pitch. Put these stages into the order which best shows the steps to take when choosing a camping pitch. Number the steps below. [3]

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

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

1. When selecting your pitch, choose somewhere flat and take into consideration the location of the toilets, trees, water and other campers.
2. Choose an area where you would like to visit and research the camping facilities in that area. **1**
3. If possible, book a place at the campsite in advance. Turn up early to ensure you have plenty of choice of where to pitch your tent. **2**
4. When you have chosen your pitch, clear the area on which you will pitch your tent and you are ready to erect the tent. **4**

TEXT C

A7. What evidence is there in Text C to suggest that camping is inexpensive? [2]

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

Award one mark for any of the following to a maximum of 2 marks:

- it tells you that it is cheap/'a budget holiday'
- you don't need lots of expensive equipment to go camping/you can bring utensils/equipment from home
- campsites start from just £6 a night
- you can cook for yourself/enjoy the countryside/beach/there are free activities

A8. How does the writer try to persuade us to give camping ‘a chance’? [8]

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

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

Give 1-2 marks to those who identify and begin to comment on some examples of persuasive content, but may struggle to engage with the text and/or the question.

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

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

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

Candidates may explore or comment on:

- title clearly aims to explain the reasons behind why people should try it
- layout with subheadings shows the range of benefits
- immediate use of positive language/enthusiastic tone, ‘fantastic...fun...kids love it...’
- clear appeal of nature, ‘appreciating nature...wake up to the sound of birds.’
- honest approach is appealing ‘It isn’t for everyone’
- tells us that ‘most people enjoy it if they give it a’ chance!’
- mentions the myths and dispels them suggesting things are ‘advanced’
- compares camping to usual home life ‘the change of pace from your hectic home life.’
- lists ‘tons of things to do’, e.g. ‘getting active... exploring...playing games...’ etc.
- appeals to our budget ‘cheap’ and suggests minimal requirements
- tells us it is ‘fun’ and beneficial as you can ‘leave the stress of your daily life behind’
- it is a family activity that builds life skills like ‘self-sufficiency and resilience’
- constant use of direct appeal ‘you’ encourages the reader to give it a chance
- repetition of ‘fun’ stresses the enjoyable nature of camping
- camping is a great education for children and a brilliant fun holiday!
- appeals to nature lovers ‘incredible landscapes’ and adventurers ‘explore’
- wide range of appealing aspects are mentioned to appeal to a wide audience
- assumes reader is convinced ‘Welcome to the wonderful world of camping!’

Overview

- lively/upbeat tone and packed with positive language
- straightforward approach makes the whole process sound simple

Reward valid alternatives.

TEXT D

A9. What impressions do you get of wild camping from Text D?

[6]

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

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

Give 1 mark to those who struggle to engage. Simple comments and basic details will be evident.

Give 2-3 marks to those who identify and give straightforward comments of some of the impressions created by the writer. These answers will begin to include some textual references.

Give 4-5 marks to those who identify and comment on some impressions created by the writer. These answers will include supporting textual references and some clear inference.

Give 6 marks to those who make a range of valid comments and carefully selected impressions from across the text. A wide range of valid inferences will be included.

Candidates may comment on the following:

- it is a very natural experience 'watching the stars'
- the writer is isolated 'there was no one around for miles' 'soupy black of night'
- you get to experience wildlife up close 'Inches from my feet, a dormouse'
- it is enjoyable 'feeling contented'
- potential danger 'big cats'/be mindful of the unexpected/surprise visitors 'cows'
- it can be so beautiful 'pre-dawn light hit the canvas'
- you can enjoy the simple things like a sunrise or the weather
- you get to be truly at one with nature 'I had it all to myself'

Overview

- it is a beautiful, peaceful and tranquil experience
- the impression is that the experience is overwhelmingly positive

Reward valid alternatives.

- A10. Select the quotation from the list below that best describes the sunrise.
Tick (✓) the correct answer. [1]**

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

Orange light beams began to permeate the clouds.

- A11. The writer tells us that the ‘clouds began to disperse’? What does the word ‘disperse’ mean in this context? [1]**

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

To break up/separate/move away/drift/thin out

To spread across to a different area/in a different direction.

TEXT E

A12. For how long did the writer once live in a ‘small tent’? [1]

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

Award one mark for:
For four months

A13. Summarise what the writer’s ‘new neighbours’ did to make her camping trip miserable. [5]

This question tests the ability to summarise information.

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

- they are incredibly noisy/loud
- they have a party and get drunk
- they are incredibly boring ‘the conversation peaked with a discussion on types of cheese’
- they begin to sing
- they keep her awake at night (for three nights)
- their voices/laughing irritate her
- they snore loudly

- A14. Look at Texts D and E. Compare the feelings of the two writers towards camping. You must make it clear from which text you get your information. [8]**

This question tests the ability to interpret themes, meaning, ideas and information in a range of texts and comparing and evaluating the usefulness, relevance and presentation of content.

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

Give 1-2 marks to those who identify basic similarities and differences between the two texts. These answers may restrict themselves to one text only.

Give 3-4 marks to those who identify and give a straightforward description of the similarities and differences between the two texts and the writers' feelings.

Give 5-6 marks to those who identify the similarities and differences between the two texts and make a range of comparisons and / or contrasts.

Give 7-8 marks to those who make comparisons and contrasts that are sustained and detailed, showing clear understanding of the similarities and differences between the two texts.

Text D:

- she loves the solitude/peace of it all 'no one around for miles'
- she adores wild camping 'I love camping this way'/feels 'at one' with nature
- she feels happy and content at night 'feeling contented, and snuggled into my sleeping bag'
- she has moments of uncertainty 'hear my heart beating'
- it can be amusing 'Laughing, I crawled back into my tent'
- she finds beauty in all of it 'one of the most beautiful scenes'
- she thrills in experiencing it all on her own 'had it all to myself'
- it exceeds her expectations, 'I could have imagined'

Text E:

- camping can be a nightmare 'hell'
- 'unfortunate' hoped for better when returning to camping – can be unlucky
- she feels quite happy to be 'living a bit rough for a few days'
- she feels she can cope with most aspects of camping 'I can cope with relentless rain...'
- expects some inconveniences 'damp pillow' realistic feelings
- recognises/accepts the limitations of camping 'thin sheet of canvas'
- feels that camping is easily ruined 'it's not the conditions..., but the people you find yourself in them with'/the lack of sleep can also spoil the experience.

Reward valid alternatives.

SECTION B (Writing): 40 marks

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

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

You should aim to write between 200-300 words.

Choose one of the following for your writing:

[20]

Either, (a) 'Camping can be so much fun.'

You have been asked to give a talk to your classmates giving your views on camping.

Write your talk.

Or, (b) Write a lively article for a travel magazine persuading people to take a holiday in Wales.

Write your article.

B1 and B2 Assessment Criteria

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