



GCSE MARKING SCHEME

SUMMER 2022

**ENGLISH LANGUAGE - COMPONENT 1
C700U10-1**

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.

EDUQAS GCSE ENGLISH LANGUAGE – COMPONENT 1

SUMMER 2022 MARK SCHEME

Section A (40 marks)

General Instructions

Where banded levels of response are given, descriptors have to be applied using the notion of 'best fit'. Fine tuning of the mark within a band will also be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others. Examiners should select one of the band descriptors that 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 look for and 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.

Use of Pronouns

Textual analysis: When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

Narrative/Creative writing: When writing about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work.

SECTION A: 40 marks

0	1
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Read lines 1-7.

List five things you learn about Rachel in these lines.

[5]

(AO1 1a and b)

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

Award **one mark** for each point and/or inference identified by the candidate, **to a maximum of five.**

- she was doing research at Durham university
- she met Peter Kemp while she was researching at Durham
- she had a degree in Biology from Cambridge
- she does not seem keen to be near her mother
- she had moved back to the north / close to her mother
- she is passionate about upland birds
- she had started studying black grouse
- she transferred her interest to curlews and wagtails
- she was trying to devise a system for counting birds
- she used a cottage in Northumberland as a base

No mark should be awarded for unabridged quotation of whole sentences.

0	2
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Read lines 8-18.

What impressions does the writer create of the White Hart in these lines?

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate. [5]

(AO2 1a, c, and d)

This question tests the ability to explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology where appropriate.

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

Give 1 mark to those who make a very limited response.

Give 2 marks to those who identify some straightforward impressions of the hotel. Subject terminology may be used.

Give 3 marks to those who give some impressions of the hotel and use a range of evidence and language choice to support their answers. These responses may identify some relevant subject terminology, where appropriate.

Give 4 marks to those who give accurate impressions of the hotel and use a thorough range of evidence and language choice to support their answers. These answers may use relevant subject terminology, where appropriate.

Give 5 marks to those who make accurate and perceptive comments about the hotel and use a well-chosen range of evidence and language choice to support their answers. Subject terminology is used effectively, where appropriate.

Details candidates may explore or comment on could be:

- an imposing building (solid, stone built)
- it has a prominent location (on the main street)
- it had once been 'the only place' to eat in the town (former glory)
- it had become 'shabby' (fading grandeur)
- it was full of underage drinkers on a Friday night
- it could be rowdy with minor 'skirmishes' which brought the police
- it has an atmosphere of 'genteel decay' during the week
- it is old-fashioned' (elderly waitresses in black and white uniforms)
- the food is 'traditional' (overcooked vegetables, thick gravy and a panic about Rachel's vegetarianism)
- the food is not good

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

0	3
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Read lines 19-34.

What sort of man is Bob Hewlett? How does the writer show what sort of man he is?

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate. [10]

(AO2 1a, c, and d)

This question tests the ability to explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology where appropriate.

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 aspects of the character.

Give 3-4 marks to those who identify and give straightforward comments on the character. These answers may simply identify some relevant subject terminology.

Give 5-6 marks to those who have a good grasp of the character and begin to show some understanding of how aspects such as language are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology accurately to support their comments, where appropriate.

Give 7-8 marks to those who make accurate comments about the character and begin to analyse how language is used to achieve effects and influence the reader. Relevant subject terminology is used accurately to support comments effectively, where appropriate.

Give 9-10 marks to those who make accurate and perceptive comments about the character and also provide detailed analysis of how language is used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of relevant subject terminology supports comments effectively, where appropriate.

Details candidates may explore or comment on could be:

- he is not universally liked (Rachel had met him and did not like him)
- he seems to take advantage/to use people (Rachel thinks he is using her to get data on the cheap)
- he is close to the local farmers/wants to be accepted (Rachel thinks he is 'too' close and 'too' desperate to be accepted)
- he may not do his job properly (too close to the locals)
- he wants to be part of the local community (lives locally)
- he acts the role of the 'country landowner' (Range Rover with the Labradors in the back)
- he seems sociable (drinks with the local farmers but Rachel's tone is cynical – 'all friends together')
- he has some influence and power (Rachel knows it would be unwise to offend him)
- he 'beams' at Rachel as he mentions Peter Kemp (apparently friendly and well-intentioned but a hint of insincerity)
- he is irresponsible in drinking and driving
- he is high-handed
- he is patronising
- his attentions are not always welcome
- the writer uses his actions but also Rachel's thoughts and reactions

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

0	4
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Read lines 35-61.

How does the writer present the character of Peter Kemp in these lines?

You should consider:

- what Peter Kemp says and does in these lines
- the writer's use of language and structure

You must refer to the language and structure used in the text to support your answer, using relevant subject terminology where appropriate. [10]

(AO2 1a, b, c and d)

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

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 aspects of the character.

Give 3-4 marks to those who identify and give straightforward comments on some features of the character. These answers may simply identify some relevant subject terminology.

Give 5-6 marks to those who explore the character in some detail and begin to show some understanding of how aspects such as language and the organisation of events are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology accurately to support their comments, where appropriate.

Give 7-8 marks to those who explore the character with some detail and insight and begin to analyse how language and the organisation of events are used to achieve effects and influence the reader. Relevant subject terminology is used accurately to support comments effectively, where appropriate.

Give 9-10 marks to those who make accurate and perceptive comments about the character and provide detailed analysis of how language and the organisation of events are used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of relevant subject terminology supports comments effectively, where appropriate.

Details candidates may explore or comment on could be:

- he seems attractive (he gives the waitress a 'lovely smile' and he 'smiles charmingly' as he approaches Bob and Rachel)
- he has self-confidence
- he is polite (shakes hands with Bob) / formal
- he immediately compliments Rachel (earnest but clearly trying to please)
- he is a flatterer (Rachel knows she is being 'worked on')
- he is hard to resist (he gets an invitation to the cottage)
- he is manipulative (Rachel knows he wants something)
- she 'submits' to his flattery and charm
- he gets what he wants, including Rachel's 'passion' for him
- it is described as having the 'intensity' of an 'adolescent crush'
- he uses his charm to try to win over Rachel's mother but it seems forced and false (trying too hard and insincere)
- Rachel's mother 'glared' / was hostile
- he is 'showy' (perhaps shallow and untrustworthy)
- he is a romantic (flowers and champagne/dancing on the lawn)
- he is irresistible (makes a fuss of Rachel and she makes 'secret plans')
- the writer uses action and some dialogue
- the writer uses the reactions of Rachel and her mother

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

0	5
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To answer this question you must read lines 62-80 and consider the passage as a whole.

“The writer presents Rachel as an intelligent woman and yet she behaves very foolishly in her relationship with Peter Kemp.”

To what extent do you agree with this statement?

You should write about:

- **your thoughts and feelings about how the relationship between Rachel and Peter is presented in lines 62-80 and in the passage as a whole**
- **how the writer has created these thoughts and feelings**

You must refer to the text to support your answer.

(AO4)

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

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

Give 1-2 marks to those who express a simple personal opinion with linked, basic textual reference.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show limited interaction with the text as a whole and/or how the writer has created thoughts and feelings.

Give 5-6 marks to those who give an evaluation of the text and its effects, supported by appropriate textual references. These responses will show some critical awareness of the text as a whole and how the writer has created thoughts and feelings.

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. These responses will show critical awareness and clear engagement with the text. They will also explore how the writer has created thoughts and feelings.

Give 9-10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make accurate and perceptive comments on the text as a whole. They will also explore how the writer has created thoughts and feelings with insight.

Areas for possible evaluation:

Intelligent?

- Rachel is intelligent (degree from Cambridge/does research at university)
- she also has emotional intelligence (she knows she is being flattered and 'worked on'/she is a fairly shrewd judge of character)
- she sees that Peter can try to please and try too hard with the charm

A fool?

- her feelings are described as being like 'an adolescent crush'
- she is 'delighted' by his excuses to be with her
- she is warned by her mother
- she is 'captivated' and she 'loves' the attention and romantic gestures
- she is swept away as no-one has made such a fuss of her before
- she creates 'secret plans' which include marriage and children (gets ahead of herself)
- she allows herself to be used in his business
- she is blind when the bottles of champagne disappear
- she accepts any sign of affection or appreciation as meaningful
- she does not resign because she would have to admit to being a fool / too proud
- he never really promises anything / self-deceived

A victim?

- he is attractive and charming/not easy to resist
- he exploits her feelings cruelly and cynically
- he steals her ideas selfishly
- he deceives her (the wedding invitation is out of the blue)
- she is hurt by his betrayals

The key to this question is the ability to shape and sustain a coherent stance.

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

SECTION B (40 marks)

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 (/40) will be given by awarding two marks:

- communication and organisation (24 marks);
- vocabulary, sentence structure, spelling, punctuation (16 marks)

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

AO5 (60% of the marks available):

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

AO6 (40% of the marks available):

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

	AO5 Communication and organisation <i>24 marks</i>	AO6 Vocabulary, sentence structure, spelling and punctuation <i>16 marks</i>
Band 5	<p>20-24 marks</p> <ul style="list-style-type: none"> the writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination) the writing is clearly and imaginatively organised (narrative is sophisticated and fully engages the reader's interest) structure and grammatical features are used ambitiously to give the writing cohesion and coherence communication is ambitious and consistently conveys precise meaning 	<p>14-16 marks</p> <ul style="list-style-type: none"> there is appropriate and effective variation of sentence structures virtually all sentence construction is controlled and accurate a range of punctuation is used confidently and accurately virtually all spelling, including that of complex irregular words, is correct control of tense and agreement is totally secure a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Band 4	<p>15-19 marks</p> <ul style="list-style-type: none"> the writing is clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination) the writing is clearly organised (narrative is purposefully shaped and developed) structure and grammatical features are used accurately to support cohesion and coherence communication shows some ambition and conveys precise meaning 	<p>11-13 marks</p> <ul style="list-style-type: none"> sentence structure is varied to achieve particular effects control of sentence construction is secure a range of punctuation is used accurately spelling, including that of irregular words, is secure control of tense and agreement is secure vocabulary is ambitious and used with precision
Band 3	<p>10-14 marks</p> <ul style="list-style-type: none"> the writing is mostly controlled and coherent (plot and characterisation show some detail and development) the writing is organised (narrative has shape and direction) structure and grammatical features are used with some accuracy to convey meaning communication is clear but limited in ambition 	<p>7-10 marks</p> <ul style="list-style-type: none"> there is variety in sentence structure control of sentence construction is mostly secure a range of punctuation is used, mostly accurately most spelling, including that of irregular words, is correct control of tense and agreement is mostly secure vocabulary is beginning to develop and is used with some precision
Band 2	<p>5-9 marks</p> <ul style="list-style-type: none"> there is some control and coherence (some control of plot and characterisation) there is some organisation (narrative is beginning to have some shape and development) structure and grammatical features are used to convey meaning communication is limited but clear 	<p>4-6 marks</p> <ul style="list-style-type: none"> some variety of sentence structure there is some control of sentence construction some control of a range of punctuation the spelling is usually accurate control of tense and agreement is generally secure there is some range of vocabulary
Band 1	<p>1-4 marks</p> <ul style="list-style-type: none"> there is basic control and coherence (a basic sense of plot and characterisation) there is basic organisation (paragraphs may be used to show obvious divisions) there is some use of structure and grammatical features to convey meaning communication is limited but some meaning is conveyed 	<p>1-3 marks</p> <ul style="list-style-type: none"> limited range of sentence structure control of sentence construction is limited there is some attempt to use punctuation some spelling is accurate control of tense and agreement is limited limited range of vocabulary
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit

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

Communication and Organisation (AO5)

- a clear and coherent perspective (first or third person)
- content is relevant
- content is sustained and coherent and possibly imaginative
- a clear sense of direction and structure
- an evident sense of cohesion with material linked effectively
- appropriate and well-selected details give substance to the narrative
- details are observed closely and precisely
- close observation of the behaviour and emotions of characters
- convincing use of dialogue to develop plot and characterisation
- some development of reflections on what is experienced or observed by the narrator
- consistent awareness of the reader
- establishing a relationship with the reader/engaging the reader via devices such as asides, statements, questions, humour, a distinctive voice etc...

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression is clear, fluent and controlled (the best answers will show ambition and sophistication in expression as well as a high degree of accuracy)
- there are few, if any, errors (no more than a sprinkling of mistakes)
- tenses are consistent
- vocabulary is used precisely and appropriately to convey meaning
- punctuation is used accurately and appropriately (and unobtrusively)

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

Communication and Organisation (AO5)

- content is thin and/or brief (lacking substance and scope)
- content is unconvincing and implausible in development
- content has little or no relevance to title (any link is forced or tenuous)
- uncertain sense of perspective (moves from first to third person or vice-versa)
- insecure sense of structure/direction 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 substance 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 or inappropriate use of dialogue
- limited development of what is observed
- very limited awareness of the reader

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression/phrasing lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous
- tenses are inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise

COMPONENT 1

ASSESSMENT OBJECTIVE WEIGHTINGS

	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	Total %
Component 1	2.5	12.5	0	5	12	8	40

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

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

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

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

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