



GCSE MARKING SCHEME

SUMMER 2024

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

EDUQAS GCSE ENGLISH LANGUAGE – COMPONENT 1
SUMMER 2024 MARK SCHEME

Prior to on-screen marking

The first priority is for you to become thoroughly familiar with the material on which the question paper is based. Examiners are asked to go carefully through the examination paper and mark scheme prior to the actual marking process and to consider all questions on the paper. You are also required to mark about ten of each item in training mode. In this mode, you will be able to practise using the on-screen comment bank.

Further guidance on the training process is issued separately.

Online marking

WJEC will be using a method of marking examination scripts known as e marker ® for this paper. Under this system, candidates' scripts are scanned and then transmitted to examiners electronically via the internet. Examiners mark on-screen; marked responses and marks are then submitted electronically.

Whilst the basic principles remain unchanged, this method entails some important changes to the way the system operates when examiners mark on paper:

- Examiners do not mark complete scripts. Instead scripts are divided into segments by question (item), and are transmitted to examiners in this form.

In terms of technical requirements, examiners participating will need a personal computer running on Windows Version 7/8/10 and a broadband internet connection. With an Apple Mac a Windows emulator is required.

For further details, please see the user guide available on e-marker ® when you log on. Details of how to log on to the system and your username and password have been sent separately.

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- 5.**List five things you learn about the farm 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 **clear** point and/or inference identified by the candidate, **to a maximum of five:**

- it is about five miles from Calwarra/the nearest town
- it is along a dusty road leading into the scrub
- it is marked by a rickety signpost
- it is remote/hard to find
- it is hot
- it is dry
- it is a sheep farm
- harsh environment
- infested with ants
- the sheep get foot rot
- for a few weeks a year it is busy (a hive of activity)
- it grows grain

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

0	2
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Read lines 6-10.

What impressions does the writer create of the father in these lines? [5]

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

(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 character.

Give 3 marks to those who give some impressions of the character 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 character 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 character 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:

- he lives a lonely life/single
- he copes by throwing himself into work on the land
- he is determined/stubborn/tenacious/resilient
- he is strong
- he works hard
- he expects Alice to work in the house and on the farm
- he is successful as a farmer
- he struggles to express emotion
- he is kind in his way
- he loves his daughter

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 11-35.

What impressions does the writer create of the aunt in these lines? How does the writer create these impressions?

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 the reader, 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 aunt's character.

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

Give 5-6 marks to those who give a range of impressions of the aunt 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 give a good range of accurate impressions of the aunt 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 give thorough and perceptive impressions of the aunt 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:

- the aunt offers to take Alice and look after her (kind, thoughtful, well-meaning)/a sense of duty
- she turns up at the farm to argue her case (assertive, a woman of action)
- she tells her brother bluntly that he can't bring up a girl properly (strong views and not afraid to voice them)/opinionated/rude
- she believes a girl needs 'other women'
- sexist/conventional views
- she is combative and argues forcefully
- she just 'changes tack' when he insists on his rights as a father (the tone of 'Damn it' is aggressive)/not intimidated
- she uses emotional pressure, suggesting he will ruin Alice's life (her priorities perhaps seem old-fashioned)/manipulative
- she knows Alice will not choose to leave the farm and she gives up arguing (she knows when she is beaten)
- she mutters 'dire warnings' about girls who lack a proper education
- she is secretly disappointed when Jack manages well (less attractive?)
- she compliments him only once and that is grudging (spiteful?)
- she does acknowledge that Alice has turned out well and that it can't have been easy
- the writer uses dialogue
- the writer shows her character and attitudes through her words and actions
- show and tell

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 36 -55.

How does the writer present the relationship between Jack and his daughter, Alice, in these lines?

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 the reader, 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 begin to comment on some aspects of the relationship between Jack and Alice.

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

Give 5-6 marks to those who explore the relationship between Jack and Alice 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 relationship between Jack and Alice 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 relationship between Jack and Alice 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 drove her to school every morning (conscientious parent)
- he picked her up every afternoon, no matter what was happening on the farm
- he bought her clothes/she was always well turned out
- he left the choice of clothes up to her
- he expected 'teenage rebellion' (staying out late, boys)
- Alice did not rebel in those ways (the relationship is not tempestuous)
- he finds her friends pleasant and well-mannered
- but it is 'the ones he met' (not the whole picture?)
- she goes to parties and stays with friends in town
- but she is always back on time
- she is 'quiet and uncomplaining'
- he is proud of how she has grown up
- she thinks about how they would pay for art school
- she is not used to compliments
- her future is not discussed/limited communication
- they don't really talk

In general, he seems to be a conscientious and caring father but he allows her some choice and freedom. She seems content and obedient but perhaps does not reveal everything. She is compliant and considerate. There is a lack of communication.

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

0 5 To answer this question, read lines 56 - 84 and consider the passage as a whole.

The teacher describes Jack as “one of those lonely, pathetic cases, a farmer depending on his daughter to cook and keep house”.

To what extent do you agree with this view of Jack? [10]

You should write about:

- your thoughts and feelings about how Jack is presented in lines 56 – 84 and 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:

- Jack fights to keep Alice (wants to look after her)
- he offers to let her choose whether to stay
- he manages well
- he is a conscientious and quite tolerant father
- he is kind/loves Alice
- she is not used to compliments
- he does not discuss her future/seems to assume she will stay on the farm
- she does cook for him
- he is alone (possibly lonely)
- when she raises the subject of finishing school he 'smiles weakly'
- he avoids her gaze when she mentions art school and Melbourne/he is 'taken aback'
- he does say 'why not?' and admits it is her life
- he is silent and 'unsettled' and seems anxious but tries to act normally
- she understands what is at stake (he can never retire/he will work until is no longer able to and then the farm will be sold)
- he will move into town into one of those houses filled with retired farmers
- he desperately wants a successor/someone to leave the farm to
- he seems to be conspiring to marry Alice to the Paget boy to keep her on the farm

There is more to this than just having someone to cook and keep house but it could be argued that Jack is selfish and devious in trying to trap Alice into staying on the farm. There is some truth in the teacher's view but it is more complicated than she suggests.

The key to this is the ability to establish a coherent stance and support the argument from the text.

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.

1	1
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Choice of Creative Prose writing task – see question paper.

[40]

	AO5 Communication and organisation <i>24 marks</i>	AO6 Vocabulary, sentence structure, spelling and punctuation <i>16 marks</i>
Band 5	20-24 marks <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 	14-16 marks <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	15-19 marks <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 	11-13 marks <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	10-14 marks <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 	7-10 marks <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	5-9 marks <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 	4-6 marks <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	1-4 marks <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 	1-3 marks <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 <ul style="list-style-type: none"> nothing worthy of credit 	0 marks <ul style="list-style-type: none"> nothing worthy of credit

Narrative Writing Additional task-specific guidance

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"> <i>Identify and interpret explicit and implicit information and ideas</i> 	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"> <i>Select and synthesise evidence from different texts</i> 	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	<i>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</i>	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	<i>Evaluate texts critically and support this with appropriate textual references</i>	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
	<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	<i>The AO is a single element</i>