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# **GCSE MARKING SCHEME**

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**AUTUMN 2019**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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**  
**AUTUMN 2019 MARK SCHEME**

**Component 1 – 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.

**SECTION A: 40 marks****Read lines 1-10****0 1****List five things you learn about the narrator 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**:

- he saw the woman at a play
- already knew her
- he sat beside her at the interval
- he had not seen her for twenty years
- he hardly recognised her
- he had taken her out to lunch (cornered / manipulated)
- he lived in a tiny flat in London = 2 (if split)
- he had written a book/he was an author
- he was earning very little money/struggling financially
- he was a struggling author

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

## Read lines 11-20

0 2

How does the writer show the narrator's thoughts and feelings 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 feelings of the narrator. Subject terminology may be used.

Give 3 marks to those who identify some of the narrator's thoughts and feelings and begin to show some understanding of how language is used to achieve effects and influence the reader. These responses may identify some subject terminology, where appropriate.

Give 4 marks to those who give a range of the narrator's thoughts and feelings and begin to analyse how language is used to achieve effects and influence the reader. These answers may use relevant subject terminology, where appropriate.

Give 5 marks to those who give a range of the narrator's thoughts and feelings and provide detailed analysis of how language is used to achieve effects and influence the reader. Well-considered, accurate use of relevant subject terminology supports comments effectively, where appropriate.

Details candidates may explore or comment on could be:

- the Grand is so expensive he had never even thought of going there
- he feels flattered and unable to say no to a woman
- he thinks he can manage if he cuts out coffee
- he feels surprised/disappointed/intimidated by her appearance
- she is 'not as young' as he expected
- she is 'imposing' rather than attractive
- she has more teeth than necessary
- he is 'startled' by the menu (prices are 'a good deal' higher than he expected)
- he feels 'reassured' by what she says about never eating anything for lunch
- he is relieved enough to be 'generous'
- the writer uses verbs/adverbs precisely
- the writer uses irony/humour

} anxious but  
trapped

}

}

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

**Read lines 21-61****0 3****What impressions does the writer create of the woman in these lines? [10]**

***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 1-2 marks to those who identify and begin to comment on some aspects of the woman's character.

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

Give 5-6 marks to those who have a good grasp of the character of the woman and begin to show some understanding of how language is 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 of the woman 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 of the woman 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:

- she claims to eat very little, suggesting that in her opinion people eat too much (a woman of moderate appetites)
- she seems almost reluctant to eat anything (a little fish perhaps)
- she then orders lobster (extravagant tastes)
- the writer uses the narrator's reaction to show how expensive/indulgent this is (gulped apprehensively)
- asking for smoked salmon contradicts her words (the narrator's heart 'sank')
- she lectures the narrator about eating too much (particularly meat)/ opinionated
- she repeats her tactic in relation to drink and claims that her doctor insists on champagne only (she flashes a smile)
- she is oblivious to him and his behaviour (insensitive/self-obsessed)
- she takes him 'seriously to task' about his 'heavy lunch' (hypocrite)
- she persists in insisting that she only eats one thing for lunch but forces herself to have the asparagus if he insists
- she then has the nerve to lecture the narrator (shameless) / totally lacking in self-awareness?
- she is a hypocrite and a glutton
- she is manipulative/knows exactly what she is doing?
- she is horrible/unpleasant/rude
- she lectures the narrator
- the writer uses action/dialogue
- the writer uses the reactions of the narrator
- the ironic discrepancy between her words and her actions is used very effectively

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

Read lines 62-86.

0 4

**What are the narrator's thoughts and feelings in these lines? How does the writer show his thoughts and feelings?**

**You should write about:**

- what happens 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 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 narrator's thoughts and feelings.

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

Give 5-6 marks to those who begin to show some understanding of a range of the narrator's thoughts and feelings and how language and structure 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 a range of sensible comments about the narrator's thoughts and feelings and begin to analyse how language and structure 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 a range of perceptive comments about the narrator's thoughts and feelings, and also provide detailed analysis of how language and structure 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:

- the narrator is very alarmed as he is seized by 'panic'
- he thinks he may not be able to pay his bill
- he thinks he will be 'so embarrassed' if he does not have enough money (can't face borrowing)
- he considers leaving his watch as surety
- the writer uses the narrator's view of her eating (horrified fascination as she 'thrusts' the asparagus down her throat in large mouthfuls)
- the narrator is 'past caring' when she adds an ice cream to the offer of coffee
- the adverb 'faintly' shows the narrator's disbelief as the verb 'devoured' describes the woman eating the ice cream and she insists that one should always still feel a little hungry after a meal
- he is terrified that she might still be hungry
- the arrival of the peaches is 'a terrible thing'
- 'God alone knew what they would cost' conveys his despair / horror
- the narrator is embarrassed by leaving an inadequate tip
- he is convinced that the woman now thinks he is mean (as well as a glutton!)
- he is miserable because he has 'not a penny' in his pocket and the rest of the month before him
- he leaves with a lecture ringing in his ears (is chastened)
- he takes malicious pleasure in her transformation
- use of the narrator
- use of action/dialogue
- use of language

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

To answer this question you must consider the passage as a whole.

**0 5**

**'The writer has created an enjoyable short story with a satisfying ending.'**

**How far do you agree with this statement?**

**[10]**

**You should write about:**

- **your thoughts and feeling about the ending of the story and the story 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:

- the focus is on a single incident (set up neatly)
- there are few characters but they are clearly drawn
- the characterisation is economical/sharp
- the use of the narrator is clever
- the structure is tight, using flashback effectively (hardly recognised her)
- the dialogue is funny
- there is humour/irony throughout the story
- the twist at the end is satisfying (or not)
- sympathy for the narrator
- astonished/appalled by the woman's behaviour
- amused by the situation in the restaurant
- complex chronology used effectively

Follow any coherent approach / line of argument

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

Choice of Creative Prose writing task – see question paper.

[40]

## COMPONENT 1

## ASSESSMENT OBJECTIVE WEIGHTINGS

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

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1 1

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

[40]

	<b>AO5 Communication and organisation</b> <i>24 marks</i>	<b>AO6 Vocabulary, sentence structure, spelling and punctuation</b> <i>16 marks</i>
<b>Band 5</b>	<p><b>20-24 marks</b></p> <ul style="list-style-type: none"> <li>the writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination)</li> <li>the writing is clearly and imaginatively organised (narrative is sophisticated and fully engages the reader's interest)</li> <li>structure and grammatical features are used ambitiously to give the writing cohesion and coherence</li> <li>communication is ambitious and consistently conveys precise meaning</li> </ul>	<p><b>14-16 marks</b></p> <ul style="list-style-type: none"> <li>there is appropriate and effective variation of sentence structures</li> <li>virtually all sentence construction is controlled and accurate</li> <li>a range of punctuation is used confidently and accurately</li> <li>virtually all spelling, including that of complex irregular words, is correct</li> <li>control of tense and agreement is totally secure</li> <li>a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning</li> </ul>
<b>Band 4</b>	<p><b>15-19 marks</b></p> <ul style="list-style-type: none"> <li>the writing is clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination)</li> <li>the writing is clearly organised (narrative is purposefully shaped and developed)</li> <li>structure and grammatical features are used accurately to support cohesion and coherence</li> <li>communication shows some ambition and conveys precise meaning</li> </ul>	<p><b>11-13 marks</b></p> <ul style="list-style-type: none"> <li>sentence structure is varied to achieve particular effects</li> <li>control of sentence construction is secure</li> <li>a range of punctuation is used accurately</li> <li>spelling, including that of irregular words, is secure</li> <li>control of tense and agreement is secure</li> <li>vocabulary is ambitious and used with precision</li> </ul>
<b>Band 3</b>	<p><b>10-14 marks</b></p> <ul style="list-style-type: none"> <li>the writing is mostly controlled and coherent (plot and characterisation show some detail and development)</li> <li>the writing is organised (narrative has shape and direction)</li> <li>structure and grammatical features are used with some accuracy to convey meaning</li> <li>communication is clear but limited in ambition</li> </ul>	<p><b>7-10 marks</b></p> <ul style="list-style-type: none"> <li>there is variety in sentence structure</li> <li>control of sentence construction is mostly secure</li> <li>a range of punctuation is used, mostly accurately</li> <li>most spelling, including that of irregular words, is correct</li> <li>control of tense and agreement is mostly secure</li> <li>vocabulary is beginning to develop and is used with some precision</li> </ul>
<b>Band 2</b>	<p><b>5-9 marks</b></p> <ul style="list-style-type: none"> <li>there is some control and coherence (some control of plot and characterisation)</li> <li>there is some organisation (narrative is beginning to have some shape and development)</li> <li>structure and grammatical features are used to convey meaning</li> <li>communication is limited but clear</li> </ul>	<p><b>4-6 marks</b></p> <ul style="list-style-type: none"> <li>some variety of sentence structure</li> <li>there is some control of sentence construction</li> <li>some control of a range of punctuation</li> <li>the spelling is usually accurate</li> <li>control of tense and agreement is generally secure</li> <li>there is some range of vocabulary</li> </ul>
<b>Band 1</b>	<p><b>1-4 marks</b></p> <ul style="list-style-type: none"> <li>there is basic control and coherence (a basic sense of plot and characterisation)</li> <li>there is basic organisation (paragraphs may be used to show obvious divisions)</li> <li>there is some use of structure and grammatical features to convey meaning</li> <li>communication is limited but some meaning is conveyed</li> </ul>	<p><b>1-3 marks</b></p> <ul style="list-style-type: none"> <li>limited range of sentence structure</li> <li>control of sentence construction is limited</li> <li>there is some attempt to use punctuation</li> <li>some spelling is accurate</li> <li>control of tense and agreement is limited</li> <li>limited range of vocabulary</li> </ul>
	0 marks: nothing worthy of credit	0 marks: 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 reflection 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 %
<b>Component 1</b>	2.5	12.5	0	5	12	8	40

Assessment Objective		Strands	Elements
AO1	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different text</li> </ul>	<b>1 – Identify and interpret explicit and implicit information and ideas</b>  <b>2 – Select and synthesise evidence from different texts</b>	1a – Identify explicit information
			1b – Identify explicit ideas
			1c – Interpret implicit information
			1d – Interpret implicit ideas
			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"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	<b>1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</b>  <b>2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</b>	1a – [Write] for different forms, purposes and audiences
			1b – Communicate clearly, effectively and imaginatively
			1c – Select and adapt tone, style and register
			2a – Organise information and ideas
			2b – Use structural and grammatical features
			2c – [Write] to support coherence and cohesion of texts

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