



GCSE MARKING SCHEME

SUMMER 2023

**GCSE
ENGLISH LANGUAGE – COMPONENT 2
C700U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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 – COMPONENT 2

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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.

GCSE ENGLISH LANGUAGE COMPONENT 2

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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 mostly 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 omission. 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 or 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'.

Section A: 40 marks

Read the newspaper article, `We save people, it's just our job` in the separate Resource Material.

- | | | | |
|---|---|---|-----|
| 1 | 1 | a) What was the date of the rescue that Aileen Jones was involved in? | [1] |
| | | b) What was the name of the boat that got into trouble? | [1] |
| | | c) How long did the rescue last? | [1] |

(AO1 1a)

This question tests the ability to identify explicit information.

Award **one mark** for each correct response in (a), (b) and (c).

- a) 24th August 2004 (1)
- b) Gower Pride (1)
- c) Three-and-a-half hours (1)

1 2

How does the writer, Louise France, try to show the rescue was both dangerous and dramatic?

You should comment on:

- **what is said**
- **the use of language, tone and structure**

[10]

(AO2 1a, b, c and d)

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

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

Give 1-2 marks to those who simply identify one or two textual details that show the rescue was dangerous and dramatic. Responses in this band are likely to be brief and limited and may lack clarity/precision. Responses may also struggle to engage with the text and/or question.

Give 3-4 marks to those who select some of the relevant details from the text that show the rescue was dangerous and dramatic. The responses may include some simple comments alongside relevant selection of detail although coverage and comment across the whole text may be limited. These responses may simply identify subject terminology.

Give 5-6 marks to those who identify and comment on a range of details that show the rescue was dangerous and dramatic and begin to comment on how aspects such as language, tone and structure are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology to support their comments, where appropriate.

Give 7-8 marks to those who make accurate comments about how a good range of different details show the rescue was dangerous and dramatic, and begin to analyse how aspects such as language, tone and structure are used to achieve effects and influence the reader. Relevant subject terminology is used to support comments effectively, where appropriate.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of different details that show the rescue was dangerous and dramatic. These responses provide detailed analysis of how aspects such as language, tone and structure are used to achieve effects and influence readers. Well-considered accurate use of relevant subject terminology supports comments effectively, where appropriate.

Details that candidates may explore or respond to could be:

- It's a dangerous stretch of coastline
- The weather conditions added to the danger:
 - There were force eight winds and 10-foot waves
 - It was `unseasonably stormy` that day
- the event creates a sense of urgency – pager alarm / `I dropped everything` / `rushed to the lifeboat station` / `call for help from a boat in distress`
- one of the men on the Gower Pride was injured, so a rescue would be more dangerous
- the Gower Pride's engines had failed / the fishermen had no control over the boat
- the lifeboat was thrown around by the waves
- Aileen thought it was too rough to get close to the stricken boat
- the first rescue attempt failed – the towline came undone
- the conditions were so dangerous the skipper of the boat refused to go on the bow
- Aileen had to manoeuvre the lifeboat so that one of her crew could scramble on board
- the rescue lasted three-and-a-half hours
- the RNLI spokesman said that the rescue had saved two lives
- the rescue led to Aileen being awarded a medal for gallantry / AJ is a `local hero` as a result
- the account includes dramatic images – the lifeboat was “**thrown airborne** by the waves”; they were “**tossed vertically** in the water”; the boat was compared to **being on a seesaw**; Simon Emms is “**hanging on for dear life**”
- the use of strong verbs help to capture the drama and the difficulty of the situation – “**scramble** on board”; managed to **clamber** on board
- the account is structured chronologically, giving a clear picture of the difficulties faced by the lifeboat crew

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

To answer the following questions you will need to read the newspaper article on the opposite page from *The New York Tribune*.

- 1 3
- a) How many people did Ida Lewis save in her first rescue? [1]
 - b) How long were the soldiers in the water before the boy was swept away? [1]
 - c) Give one piece of evidence to show that the soldiers were in a poor condition after the rescue. [1]

(AO1 1a, b, c, d)

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

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

- a) Four (1)
- b) Half an hour (1)
- c) One of the men could only “stagger” ashore (1)
or
The other soldier had to be carried into the lighthouse (1)

1 4

“The newspaper article paints a vivid picture of the difficult conditions faced by Ida and her brother on the day they rescued the soldiers.”

To what extent do you agree with this view?

You should comment on:

- **what is said**
- **how it is said**

[10]

You must refer to the text to support your comments.

(AO4)

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

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

Give 1-2 marks to those who select one or two basic textual details and/or express a simple personal opinion. Responses in this band may be brief and limited and/or struggle to engage with the text and/or the question.

Give 3-4 marks to those who offer some limited exploration/evaluation of the statement supported by some straightforward, relevant textual details. These responses will show some interaction with the newspaper article, although coverage of parts of the text may be limited.

Give 5-6 marks to those who give an evaluation of the text supported by a range of relevant details from across the text. These responses will show some critical awareness of, and response to, a range of relevant details making good use of the text.

Give 7-8 marks to those who give a detailed critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and clear engagement with the text, using a good range of relevant details, including commenting on appropriate textual selection from across the text.

Give 9-10 marks to those who give a persuasive and detailed evaluation of the text and its effects, supported by convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement with the text and the question, where candidates take an overview to make perceptive, evaluative comments .

Details that candidates may evaluate or comment on:

- the writer sets the scene for the rescue – it was “a stormy, cold afternoon”
- it is raining heavily and constantly “fell in blinding torrents”
- it is very windy – “a gale drove the waves...with a fury.”
- few people would dare to venture out to sea – it would tax “the full strength of the most experienced boatman”
- the weather is described as a “ferocious storm”
- the wind was squally – one such squall capsized the boat
- the sea is described as “foaming” and with “huge waves” / “fierce...waves”
- the condition of the men made the rescue more difficult – in a `perilous situation` / they were cold/exhausted/without hope
- when Ida took her boat out, the sea was “heavy” – suggesting it was difficult to row
- “a fearful gale was raging” suggests the conditions were frightening
- even Ida “an experienced oarswoman” found handling the boat very difficult
- the sea conditions were “perilous”
- Ida and her brother had to work together to rescue the men

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

To answer the following questions you must use both texts.

1 5

Using the information from both texts, explain briefly the immediate reactions of Aileen Jones and Ida Lewis when they heard that the fishermen and the soldiers were in danger. [4]

(AO1 2a and b)

This question tests the ability to select and synthesise evidence from different texts.

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

Give 1 mark to those who struggle to offer a relevant detail from each of the texts or offer relevant detail from just one text.

Give 2 marks to those who select at least a relevant detail from each of the texts.

Give 3 marks to those who select, relevant details from both texts.

Give 4 marks to those who synthesise and provide a good range of relevant details from both texts.

Details that candidates may select, explore or respond to:

Aileen Jones

- She dropped everything
- She rushed to the lifeboat station
- She realised that she had the responsibility for taking the boat out

Ida Lewis

- Ida rushed out (without her shoes or her hat)
- she grabbed a coil of rope
- she jumped into her boat, not thinking of her own safety
- she called to her younger brother to help her with the rescue

1 6

Both of these texts are about women who were involved in rescues at sea.

Compare:

- **the impressions the writers create of Aileen Jones and Ida Lewis**
- **how the writers create these impressions** [10]

You must use the text to support your comments and make it clear which text you are referring to.

This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.

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

Give 1-2 marks to those who identify one or two basic impressions of the two women and/or make a very limited attempt at how the writers create the impressions. Marks in this band may only deal with relevant material from one text or not make it clear to which text is being referred.

Give 3-4 marks to those who identify some valid impressions of the two women and/or make a simple attempt to explore how the writers create these impressions.

Give 5-6 marks to those who identify a number of valid impressions of the two women, using relevant evidence from the two texts and/or make an attempt to explore how the writers create these impressions.

Give 7-8 marks to those who explore similar and different impressions of the two women and offer some valid comments about how the writers create these impressions.

Give 9-10 marks to those who explore similar and different impressions of the two women that are sustained and detailed and explore in detail how the writers create these impressions.

Details that candidates may explore or respond to:

The impressions that are created of Aileen Jones and Ida Lewis

Aileen Jones

- she is brave / faces danger willingly
- she is selfless
- she is skilful in handling the lifeboat / a good/determined leader
- modest despite being extraordinary
- she loves being out on the lifeboat
- she is reflective

Ida Lewis

- she is brave
- she is selfless
- she is skilful in manoeuvring her boat / good judgement
- she is experienced in rescuing those in danger / completed a rescue at 17

How the writers create these impressions

Aileen Jones text

- she questions Aileen Jones about what she does and how she felt after the rescue / she lets Aileen tell her story
- she calls her `a local hero`
- Aileen's selflessness is shown when she responds immediately to the alarm: "I dropped everything"
- her determination/leadership/bravery is shown by the description of the events/how problems were overcome
- she creates comparisons to show what Aileen is like:
 - between Aileen's `ordinary` nature contrasted with her bravery
 - between Aileen's `matter of fact`/underplayed account and the writer's dramatic account of the rescue
- Aileen Jones says the work is `nerve-racking` - but "you want to do it"
- Aileen Jones is rewarded by the RNLI – but embarrassed at the attention she's received
- the RNLI spokesman confirms the impression of her as skilful, selfless and brave with the medal for bravery

Ida Lewis text

- she calls Ida Lewis a "brave daughter" and `heroine` / "a deed of great heroism"
- she tells us that Ida Lewis previously saved the lives of four lads who were "in imminent danger of perishing"
- Ida was `unwell`/`severe cold` but selflessly `rushed outside` to the rescue without shoes or hat / "little thought of her own safety"
- The writer re-creates in detail the events of the rescue
- her skills as an oarswoman are given specific reference – "Ida's rapid strokes" / despite the heavy seas, she turns the boat "with a well-timed stroke."

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

2 | 1 + 2 | 2

Transactional / Persuasive Writing

	Communication and organisation <i>12 marks</i>	Vocabulary, sentence structure, spelling and punctuation <i>8 marks</i>
Band 5	<p>11-12 marks</p> <ul style="list-style-type: none"> shows sophisticated understanding of the purpose and format of the task shows sustained awareness of the reader / intended audience appropriate register is confidently adapted to purpose / audience content is ambitious, pertinent and sophisticated ideas are convincingly developed and supported by a range of relevant details there is sophistication in the shape and structure of the writing communication has ambition and sophistication 	<p>8 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>8-10 marks</p> <ul style="list-style-type: none"> shows consistent understanding of the purpose and format of the task shows secure awareness of the reader/intended audience register is appropriately and consistently adapted to purpose/audience content is well-judged and detailed ideas are organised and coherently developed with supporting detail there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation) communication has clarity, fluency and some ambition 	<p>6-7 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>5-7 marks</p> <ul style="list-style-type: none"> shows clear understanding of the purpose and format of the task shows clear awareness of the reader / intended audience register is appropriately adapted to purpose / audience content is developed and appropriate reasons are given in support of opinions / ideas ideas are organised into coherent arguments there is some shape and structure in the writing (paragraphs are used to give sequence and organisation) communication has clarity and fluency 	<p>4-5 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>3-4 marks</p> <ul style="list-style-type: none"> shows some awareness of the purpose and format of the task shows awareness of the reader / intended audience a clear attempt to adapt register to purpose / audience some reasons are given in support of opinions and ideas limited development of ideas some sequencing of ideas into paragraphs (structure / direction may be uncertain) communication has some clarity and fluency 	<p>2-3 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>1-2 marks</p> <ul style="list-style-type: none"> basic awareness of the purpose and format of the task some basic awareness of the reader / intended audience some attempt to adapt register to purpose / audience (e.g. degree of formality) some relevant content despite uneven coverage of the topic content may be thin and brief simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order) there is some basic clarity but communication of meaning is limited 	<p>1 mark</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

2 | 1

Additional task-specific guidance

You have been asked to write an article for your school/college magazine with the title: ‘The Best Way to Spend a Saturday’.

Write your article.

[20]

Successful responses **may** include some of the following features:

Communication and Organisation (AO5)

- there is a clear understanding of the purpose of the task – to offer readers a personal view of how to spend Saturdays in the best ways, supported by reasons for those choices
- the content is assured and engaging
- there is a clear sense of engagement with the intended audience – this may be through devices such as asides, examples, questions, direct address that give a distinctive voice to the article and establish an effective reader-writer relationship
- the article has a clear and coherent approach, for example, perhaps looking first at what the writer suggests as being the very best way of spending Saturdays, along with reasons, and then perhaps moving on to alternative suggestions
- there are a range of appropriate and well-selected details to illustrate and give substance to the suggestions included in the writer’s article
- there is a logical structure and direction to the article, within which the writer’s suggestions and relevant details are pursued effectively and clearly to give substance to the writing
- the article may articulate a number of different suggestions and why they represent importance to the writer
- the article is of appropriate length and is a sufficiently detailed and developed response

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression is clear, fluent and controlled (the best responses 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)
- sentence control and range is good
- tenses are consistent
- vocabulary is used precisely and appropriately to convey meaning
- punctuation is used accurately and appropriately (and unobtrusively)

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

Communication and Organisation (AO5)

- the content is thin and/or brief
- the content lacks substance and range
- there is limited or uncertain sense of purpose, for example ignoring or misunderstanding the requirement for an article
- limited awareness of, or focus on, the intended audience
- content details are thin or generalised, with only limited sense of developing the points raised
- a weak or limited structure to the article that lacks a clear sense of direction and development

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
- sentence range, variety and control is limited
- tenses may be inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise

2 | 2

Additional task-specific guidance

A letter has appeared in a local newspaper suggesting that young people should have to do a period of voluntary work when they leave school.

Write a letter to the local newspaper giving your views on this suggestion. [20]

Successful responses **may** include some of the following features:

Communication and Organisation (AO5)

- a sustained sense of register and purpose, which meets the requirement of a letter to a newspaper – for example, a lively, opinionated or witty approach
- the content is assured and convincing
- a clear and coherent approach and viewpoint where opinions/arguments are presented and developed persuasively
- a clear understanding of the intended audience and the reader-writer relationship
- the response has a logical structure within which opinions/arguments are presented clearly and convincingly
- paragraphs are used to effectively to structure the response and give direction to the overall argument
- the response uses a range of appropriate and well-selected details to illustrate and give substance to the opinions and points of view expressed
- the letter is of appropriate length and is a sufficiently detailed and developed response

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression is clear, fluent and controlled (the best responses 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 responses **may** be characterised by some of the following features:

Communication and Organisation (AO5)

- the content is thin and/or brief
- there is a limited or uncertain sense of register, purpose and format
- there may be a limited sense of the intended audience or of an appropriate reader-writer relationship
- the range of points raised in support of the writer's opinion may be limited, unconvincing or lacking in development, with perhaps a tendency to simple assertion
- specific examples given in support of an argument may be limited or unconvincing
- viewpoint/opinion may not be sustained consistently
- there may be a limited or uncertain structure to the letter

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 may be inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise

COMPONENT 2

ASSESSMENT OBJECTIVE WEIGHTINGS

	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	Total %
Component 2	7.5	7.5	7.5	7.5	18	12	60

Assessment Objective		Strands	Elements
AO1	<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
AO1	<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
AO3	<i>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</i>	N/A	1a – Compare writers' ideas across two or more texts
			1b – Compare writers' perspectives across two or more texts
			1c – Compare writers' ideas, as well as how these are conveyed, across two or more texts
			1d – Compare writers' perspectives, as well as how these are conveyed, across two or more texts

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
	<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>