GCSE MARKING SCHEME

SUMMER 2024

**ENGLISH LANGUAGE - UNIT 2
3700U20-1**

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.

GCSE ENGLISH LANGUAGE - UNIT 2

SUMMER 2024 MARK SCHEME

General Instructions

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

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

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

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

SECTION A: 40 marks

TEXT A

A1. **How much money has been spent on the Arriva Trains Wales makeover to Valley Lines Trains?** **[1]**

This question tests the ability to use deduction skills to retrieve information.

Award **one mark** for the correct answer:

£500k/five hundred thousand pounds/half a million pounds/£500,000

A2. **What is meant by the phrase 'modernise and refurbish' in this text? Tick (✓) the correct box.** **[1]**

This question tests the ability to use verbal reasoning skills, inference and deduction skills.

to make the train carriages clean and sparkling	
to paint the train carriages in bright colours	
to bring the carriages up to date and revamp them	✓
to employ artists to work on the trains	
to spend 12,000 hours working on the trains	

A3. **Name two specific ways in which the Valley Lines Trains have been improved.** **[2]**

This question tests the ability to interpret meaning, ideas and information and to refer to evidence within texts.

Award **one** mark for any of the following points up to a maximum of **two marks:**
- they have been painted
- <u>free wi-fi</u> has been installed
- window film has been used
- carriages have been modernised/refurbished

TEXT B

A4. **What is the name of the climate change charity that is working on the 'Riding Sunbeams' project with Community Energy South and Network Rail?** **[1]**

This question tests the ability to use deduction skills to retrieve information.

Award **one mark** for the correct answer:

Possible

A5. **Which one of the following statements is not true? Tick (✓) that box.** **[1]**

This question tests the ability to use verbal reasoning and deduction skills to analyse information.

The 'Riding Sunbeams' project will mean signalling and lights are powered by solar panels.	
The 'Riding Sunbeams' project will showcase the world's first fully solar-powered trains.	✓
The 'Riding Sunbeams' project will see the world's first ever railway line that is supplied with solar power.	
The 'Riding Sunbeams' project data is being analysed by Birmingham University.	

A6. **List two reasons why the director of the 'Riding Sunbeams' project thinks moving the railways away from fossil fuels is a good thing**. **[2]**

This question tests the ability to interpret meaning and information and to refer to evidence within texts.

Award one mark for any of the following points, up to a total of **two marks:**
- it will cut running costs/save money
- it will benefit local communities
- it will help/tackle the climate crisis.

TEXT C

A7. **What is meant by the phrase 'make sure your luggage doesn't exceed the allowed dimensions' in this text? Tick (✓) the correct box.** **[1]**

This question tests the ability to use verbal reasoning skills, inference and deduction skills.

make sure your luggage can fit in the overhead storage	
make sure your luggage is not too heavy or too light	
make sure you have checked in your luggage	
make sure your luggage is of a permitted size	✓

A8. **Write down two negative points this text makes about travelling by plane whilst on the journey.** **[2]**

This question tests the ability to use deduction skills to retrieve information.

Award **one** mark for any of the following points up to a maximum of **two marks:**
- the seats are narrow/no space to move
- there is only artificial light and/or pressurised air
- you have to shut down electronic devices

TEXT D

A9. **Explain why public transport is not always the most environmentally friendly way to travel.** **[3]**

This question tests the ability to interpret meaning, ideas and information in more challenging writing and to refer to evidence within texts.

Award one mark for any of the following points, up to a maximum of **three marks:**

- a full car can be a more efficient solution if carrying more than one passenger
- all trains are not equal in the 'clean' stakes
- empty/half-empty public transport 'no greener' than other options

A10. **Synthesise the information in Text C and Text D to show the potential benefits of rail travel.** **[10]**

This question tests the ability to synthesise information effectively from more than one text, interpret meaning and ideas in a text and to use inference and deduction skills to retrieve and analyse details.

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

Give 1-2 marks to those who identify and begin to give limited details. These candidates may limit themselves to one text only.

Give 3-4 marks to those who simply identify or give straightforward details about some examples from the texts.

Give 5-6 marks to those who provide a number of different examples and show some understanding of the potential benefits from both texts.

Give 7-8 marks to those who accurately select a range of different examples from both texts. These answers will begin to collate details effectively.

Give 9-10 marks to those who demonstrate accurate and perceptive selection skills across a wide range of different examples from both texts. Well-considered, confident collation skills will be evident.

Details candidates may explore or comment on could be:

Text C
- you only have to arrive 10 minutes before you depart
- you can carry 3 items of luggage <u>for free</u>
- there is no luggage check-in
- there are comfortable seats/plenty of room
- there are big windows/natural light
- uninterrupted internet connection
- you arrive close to your destination

Text D
- new trains such as Virgin's Pendolino are environmentally friendly
- more leg room
- they are designed to meet peak demand/multi-carriage benefits
- they offer a frequent service all day long
- they are travelling anyway
- if you take the car you create pollution on top of what the trains are already producing
- (if you are travelling alone) it is much more environmentally sound than using a car

<u>Reward valid alternatives.</u>

TEXT E

A11. **According to the writer, what is Indian Railways known as?** [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one mark** for the correct answer:

The 'Lifeline of the Nation'

A12. **What impressions does the writer create about rail travel?** [10]

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

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

Give 1-2 marks to those who identify and begin to comment on one or two superficial details with linked basic textual reference.

Give 3-4 marks to those who identify and give straightforward impressions supported by straightforward textual references.

Give 5-6 marks to those who include some range of impressions and support their work with appropriate textual references. Candidates begin to make inferences.

Give 7-8 marks to those who make accurate comments about a range of impressions supported by well-selected textual references. Candidates show awareness of the writer's use of language and are able to make inferences.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of impressions supported by convincing, well selected examples and purposeful textual references. Candidates show increased awareness of the writer's use of language and make clear and sustained inferences.

Details candidates may explore or comment on could be:

- It is enjoyable – opening gives sense of warmth/relaxation/adventure
- You can take long journeys
- It has huge significance for some countries – Indian Railways known as 'Lifeline of the Nation'.
- It becomes part of you 'followed me home'/ 'dust in my hair' / 'rhythm in my bones'/ 'charm infused in my blood'
- She likens it to a condition: 'symptoms began to manifest'
- Lists the symptoms: 'I'd linger on bridges'/ 'lie awake listening to distant horns'
- She realises the only cure was getting 'back on the rails'
- There is a lot – 'too much' – to discover
- Trains won't wait 'for long'
- Train travel is 'evolving' or changing – 'bullet trains multiplying/ 'long-distance services running out of steam'/ 'sleeper services are being phased out' / 'classic routes fading away'
- Refuses to accept 'romance of railways' is dying
- Believes all networks would 'possess a spirit of its own'
- Thinks trains are 'libraries of information'
- Passengers are needed to 'bind together their tales'

Overview

- This gives the romanticised sense that train travel has become part of her and what she lives for.

Reward valid alternatives.

Editing (5 marks)

In this part of the paper you will be assessed for the quality of your understanding and editing skills.

A13. **Read the sentence below and then answer the question that follows:**

Rob arrived at the station and joined the queue …(1)… the ticket office.

(a) Circle the word below that best fits gap (1):

A) under   B) between   C) towards   D) at   **[1]**

A14. **Which word best fits the meaning of the sentence below? Tick (✓) the box of the correct word.**   **[1]**

_____, the train did not leave Cardiff station until twenty minutes after its advertised time of departure.

Pleasingly	
Shortly	
Unfortunately	✓
Quickly	

A15. **Tick (✓) the pair of words that best fit the meaning of the sentence below:**   **[1]**

Arjun and Cai were … to find they had forward-facing seats and would be … next to one another in the crowded train.

delighted…not	
lucky…standing	
furious…talking	
pleased…seated	✓

A16. **Read the text below and show your understanding by answering the questions that follow:**

1. He insisted on giving up his seat in order that she could sit down.
2. When she looked up, her heart sank as she realised that all of the seats were taken.
3. A young boy seated close to the door immediately jumped to his feet.
4. She winced in pain before having to move around discarded luggage.
5. The elderly lady shuffled forward, then stumbled on to the train.

(a) Which sentence should come **second** in the text? Write the number of the sentence below. [1]

4

(b) Which sentence should come **third** in the text? Write the number of the sentence below. [1]

2

Correct order:

The elderly lady shuffled forward, then stumbled on to the train. She winced in pain before having to move around discarded luggage. When she looked up, her heart sank as she realised that all of the seats were taken. A young boy seated close to the door immediately jumped to his feet. He insisted on giving up his seat in order that she could sit down.

SECTION B: 40 marks

B1. *In this task you will be assessed for the quality of your proofreading.*

Look carefully at the text below.

Circle the five errors and write them correctly in the spaces below [5]

I am writing to complain about the poor service I received on your train. Firstly, the train was filthy. There was litter all over the carriage and the bin's were completly full. The buffet car was closed and although a trollie service was promised by the announcer, it did not appear at all during the three hours I was on your train. I would of complained to the conductor but when I went looking for him he was listening to other complaints and I need to get off the train.

1. bins
2. completely
3. trolley
4. have
5. needed

B2.   *In this task you will be assessed for the quality of your writing skills.*

20 marks are awarded for communication and organisation; 15 marks are awarded for writing accurately.

You should aim to write about 350-500 words.

Choose <u>one</u> of the following for your writing: **[35]**

<u>**Either**</u>   *(a)*   Write an account of an interesting journey you have taken.

(b)   A leading politician has said that in the future, *"*we will use our cars less," and "public transport, cycling and walking will be the natural first choice for our daily activities".

Write an essay explaining your views on this subject giving clear reasons and examples.

B2 Assessment Criteria

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 (17-20 marks)	• Mature and perceptive writing • Sustained and effective writing with techniques that fully engage the reader's interest • Appropriate register is confidently adapted to purpose/audience • Ideas are convincingly developed with detail, originality and creativity • Secure and coherent structure; there is sophistication in the shape and structure of the writing	5 (13-15 marks)	• Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning • Appropriate and effective variation of sentence structures • Virtually all sentence construction is controlled and accurate • A range of punctuation is used confidently and accurately • Virtually all spelling, including that of complex irregular words, is correct • Control of tense and agreement is totally secure • Very secure command of grammar
4 (13-16 marks)	• Clearly controlled and well-judged writing • Shows secure understanding of the reader's needs and how to hold interest with techniques used • Register is appropriately and consistently adapted to purpose/audience • Develops ideas with convincing detail and some originality and imagination • Writing is purposefully structured and clearly organised to give sequence and fluency	4 (10-12 marks)	• Use wide range of vocabulary with precision • Secure command of grammar • Sentence structure is varied to achieve effects • Control of sentence construction is secure • A range of punctuation is used accurately • Spelling, including that of irregular words, is secure • Control of tense and agreement is secure
3 (9-12 marks)	• Writing is mostly coherent and interesting • Clear awareness of the reader and some techniques used to meet their needs • Register is mostly appropriately adapted to purpose/audience • Ideas show development and there are some interesting effects in the writing • The writing is organised to give sequence and structure	3 (7-9 marks)	• Use a good range of vocabulary with some precision • Mostly consistent command of grammar • Sentence structures are varied • Control of sentence construction is mostly secure • A range of punctuation is used, mostly accurately • Most spelling, including that of irregular words, is correct • Control of tense and agreement is mostly secure
2 (5-8 marks)	• Some coherent writing • Some awareness how to create effect to interest the reader • A clear attempt to adapt register to purpose/audience • Develops some ideas with an occasional interesting effect • There is some organisation, some sequencing of ideas	2 (4-6 marks)	• Use some range of vocabulary • Command of grammar is inconsistent • There is some variety of sentence structure • There is some control of sentence construction • Some control of a range of punctuation • Spelling is usually accurate • Control of tense and agreement is generally secure
1 (1-4 marks)	• Basic coherence in the writing • Limited awareness of the reader • Some attempt to adapt register to purpose/audience • Some relevant content but uneven • Basic organisation; simple sequencing of ideas	1 (1-3 marks)	• Limited range of vocabulary • Limited range of sentence structures • Control of sentence construction is limited • There is some attempt to use to use punctuation • Some spelling is accurate • Control of tense and agreement is limited • Limited command of grammar
0 marks	Nothing worthy of credit		

In expository writing, candidates are expected to present reasons or explanations based on the understanding and synthesis of ideas/information gleaned from text read and from other personal experiences

3700U20-1 WJEC GCSE English Language – Unit 2 MS S24/MLS