



GCSE MARKING SCHEME

SUMMER 2018

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

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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
SUMMER 2018 MARK SCHEME

Section A (40 marks)

TEXT A

- A1. In what year was Projects Abroad founded? [1]

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

Award **one mark** for the correct answer:
1992

- A2. Which **one** of the following is NOT offered by Projects Abroad? [1]

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

Award **one mark** for the correct answer:
part-time staff employed in every destination

- A3. List **three** things you can do to get further information about Projects Abroad? [3]

This question tests the ability to use deduction skills to retrieve information.
Award **one mark** for each of the following, up to a maximum of **three marks**

- (i) request a call back
- (ii) request a brochure
- (iii) request a newsletter
- (iv) chat online with staff
- (v) attend an information event
- (vi) use 'contact us' link/contact info to contact them

Reward valid alternatives.

TEXT B

- A4. Which of the following statements best explains the term 'voluntourism'?

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

Award **one mark** for the correct answer:
Visiting developing countries to work as a volunteer

- A5. Name **two** concerns that are faced by the children who are forced to live in institutions, according to Lumos. [2]

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

Award **one mark** for each of the following

- (i) denies children loving and caring relationships/breaks up families
- (ii) could damage their brain development

TEXT C

- A6. This factsheet explains that Lumos has 'provided 1,418 interventions to help save the lives of children'. Select one of the definitions from the list below which best describes an 'intervention'. [1]

This question tests the ability to use verbal reasoning and deduction skills to interpret meaning.

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

- (b) involvement which prevents or changes something

- A7. List **two** ways in which Lumos has made a difference to the children and their families. [2]

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

Award **one** mark for each of the following, up to a **maximum of 2 marks**:

- provided 1,418 interventions to suffering children
- helped move more than 17,000 (from harmful institutions to families/family settings)
- prevented almost 15,000 being admitted to institutions
- trained more than 27,000 relevant professionals (e.g. teachers, policy makers)
- provided training, expert advice or technical support to 34 different countries
- helped redirect almost \$500m of funds towards community-based services
- influenced changes in the law

- A8. Explain what Lumos means when they refer to their '100% pledge'. [1]

This question tests the ability to interpret meaning and ideas.

Award **one** mark for those who demonstrate an understanding that all donations will go directly to help Lumos projects and/or that none of the money given will be used for general 'administrative costs'.

No marks should be given to those who simply copy out the sentence '100% of the money you give to Lumos will go directly to Lumos projects and not to administrative costs'.

TEXT D

A9. Look at the first paragraph of this text.

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

(a) Name **one** volunteering activity that was organised for the college students.

Give up to **one mark** for any of the following:

- teaching English at the local school
- assisting in building new homes for residents
- environmental clean-ups

(b) Name **one** activity the students did in their free time.

Give up to **one mark** for any of the following:

- tourist trips
- souvenir shopping
- spending idle time by the poolside

[2]

- A10. What impressions does Ossob Mohamud give of people who take part in voluntourism? [8]

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

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 straightforward impressions supported by appropriate textual references.

Give 5-6 marks to those who make comments on their impressions. These answers will begin to show some understanding of how language is used to achieve effect.

Give 7-8 marks to those who make accurate and perceptive comments about a range of details and begin to analyse how language is used to achieve effects.

Details candidates may explore or comment on could be:

- they are do-gooders to be wary of – title
- use the ‘developing world as a playground’ – interested in own pleasure
- too ‘self-congratulatory’ – smug/proud
- ‘idealistic and privileged’ – suggests removed from reality
- ‘vastly different backgrounds’ - contrasting life experiences
- arrogant ‘little or no understanding’ of those they want to help their ‘history, culture, and way of life’
- they presume ‘poverty’ and act like locals ‘should be grateful’
- behave in ‘smug and patronising way’ – assume superior position
- trips more for ‘self-satisfaction of volunteer’
- ‘barely engaged’/‘feeling ashamed’/‘I cringed’ – she has self-awareness that others do not
- self-interested (CV/ego)/repetition of self
- lack of sensitivity ‘stormed’ into lives

Overview

- the writer gives the sense that most volunteers focus on themselves not the people they are supposed to help
- Frequent/emphatic use of critical language e.g. ‘smug’, ‘patronising’

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

TEXT E

A11. List **three** positive points that Sam Blackledge makes about the volunteers. [3]

*This question tests the ability to use deduction skills to retrieve information and to refer to evidence within texts. Award **one mark** for each of the following:*

- they form 'genuine friendships' with locals
- they develop 'emotional attachments to the children'
- they 'truly' care about the future of locals/the children
- for many the experience 'can be life changing'
- they positively affect/improve the lives of those they help (e.g. facilities/sport)

A12. Compare and contrast the writers' experiences of volunteering abroad. [10]

This question tests the ability to analyse and respond to texts and their subtexts, using inference and deduction and linking ideas within or across texts.

Give 0 marks for responses where there is nothing worthy of credit. Responses may be confused/off task.

Give 1-2 marks to those who identify basic differences/similarities. These responses may lack detail. Candidates may not clearly reference source materials.

Give 3-4 marks to those who identify and make comments on straightforward similarities/differences across the texts.

Give 5-6 marks to those who identify a number of relevant differences and make some comparisons, commenting on evidence from both texts.

Give 7-8 marks to those who make a range of detailed comparisons, with valid comments and carefully selected supporting evidence from both texts.

Give 9-10 marks to those who make a wide range of sustained and detailed comparisons showing clear understanding of similarities and differences. These responses will be effectively collated.

Details candidates may explore or comment on could be:

Mohamud:

- sees it as an alternative to 'idle time' by the pool/holiday-like
- time spent volunteering in disadvantaged communities (teaching English/assisting building projects/environmental clean ups)
- had rewarding moments but felt it 'a bit too self-congratulatory'
- volunteers have 'little or no understanding' of local culture
- volunteers are 'smug' and/or 'patronising'/they 'presume' communities are 'poor' and 'grateful'
- thinks that trips more for the 'self-satisfaction of the volunteer'
- ashamed at 'excessive praise'/'cringed' at photos with children 'whose names we didn't know'
- 'most of the work had already been done'
- volunteers 'slowed down the progress'
- experience was self-interested (e.g. spruce up CV/ego)

Blackledge:

- do 'great work'/can benefit 'volunteers' and the 'communities they serve'
- build 'play facilities and run sporting projects'
- witnessed volunteers 'forming genuine friendships with the locals'
- developed 'emotional attachments to the children'/'truly caring about their futures'
- dismisses those who say that volunteers 'leave the experience behind' as 'cynics'
- for many, 'volunteering can be life changing'
- work of voluntourists can 'have a huge impact' – on 'own lives' and 'lives of those they help'
- voluntourists have helped to the point where the community can run the charity themselves

This is not a checklist and the question must be marked in levels of response.
Look for and 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. Complete the sentence below by using the **past tense** of the verb given at the end:
The instructor **taught** me how to reverse the car into a parking space. [1]

A14. **Tick (✓) the box** of the sentence you think is grammatically correct. [1]

Young people find volunteering to be a rewarding and worthwhile activity.

A15. **Circle** the word that best fit the meaning of the sentence below: [1]

The girl was grateful for the help she would have preferred to have completed the task by herself.

although

A16. Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow:

- 1) Even so, the queue she decided upon was ridiculously long.
- 2) "Who's next please?" called the attendant, after what seemed an age.
- 3) Carefully, she scanned the area to find the shortest queue.
- 4) She loaded her bags onto a trolley and entered the terminal.
- 5) After a relatively short taxi journey, Fiona arrived at the airport.

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

5

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

4

SECTION B: 40 marks

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

Look carefully at the advertisement below which is about Go Volunteer.
Circle the five errors and write them correctly in the spaces below.

[5]

<p>Find your ideal volunteering opportunities with Go Volunteer</p>	<p>What does Go Volunteer do? It involves more than 28,000 volunteers every year. It has more than 125 programmes running across the world. It concentrates on the needs of the communities we serve.</p>
<p>Why volunteer? Volunteers make a massive difference at the UK and abroad. You could help to change someone's life for the better. Find a role that means something to you.</p>	<p>For more information: visit: www.govolunteeruk.org email: info@govolunteeruk.org Go Volunteer</p>

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 to 500 words.

Choose **one** of the following for your writing:

[35]

Either, (a) Write an article for a travel magazine describing somewhere interesting that you have visited.

Or, (b) You see the following in your local newspaper:

'Young people are selfish. They should all be made to volunteer to help others.'

Write an essay to explain 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 <i>(17-20 marks)</i>	<ul style="list-style-type: none"> 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 <i>(13-15 marks)</i>	<ul style="list-style-type: none"> 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 <i>(13-16 marks)</i>	<ul style="list-style-type: none"> 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 <i>(10-12 marks)</i>	<ul style="list-style-type: none"> 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 <i>(9-12 marks)</i>	<ul style="list-style-type: none"> 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 <i>(7-9 marks)</i>	<ul style="list-style-type: none"> 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 <i>(5-8 marks)</i>	<ul style="list-style-type: none"> 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 <i>(4-6 marks)</i>	<ul style="list-style-type: none"> 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 <i>(1-4 marks)</i>	<ul style="list-style-type: none"> 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 <i>(1-3 marks)</i>	<ul style="list-style-type: none"> Limited range of vocabulary Limited range of sentence structures 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 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

Task Specific Guidance

- B2 (a)** Write an article for a travel magazine describing somewhere interesting that you have visited. **[35]**

Purpose: To produce a description.

Useful info: Candidates may draw upon the reading materials and should not be penalised for doing so unless they are directly copying from Section A.

Successful descriptions may include some of the following:

- range of techniques employed to engage the audience/reader
- demonstration of feelings towards the experience
- detailed development of ideas
- careful structure to ensure cohesion and fluency
- specific and personal details
- audience engagement
- clear well controlled and accurate writing
- direction and purpose
- sustained ambition evident through language/tone/devices/expression

Less successful descriptions may be characterised by some of the following:

- limited awareness of the audience/reader
- a struggle to develop ideas/opinions
- few ideas/ideas may be generalised
- content that is thin/brief/lacking in substance
- lack of control with a tendency to simple assertion
- limited sense of direction and purpose
- simplistic in style and structure
- basic and/or numerous errors

Task Specific Guidance

- B2 (b)** You see the following in your local newspaper:
‘Young people are selfish. They should all be made to volunteer to help others.’

Write an essay to explain your views on this subject, giving clear reasons and examples. **[35]**

Purpose: To produce an expository essay.

Useful info: Candidates may draw upon the reading materials and should not be penalised for doing so unless they are directly copying from Section A.

Successful expository essays may include some of the following:

- a range of techniques engage the audience/reader
- a clear focus on the statement/question
- detailed explanation of ideas
- careful structure to ensure cohesion and fluency
- a range of effective points/ideas
- well used specific examples
- audience engagement
- well controlled and accurate writing
- clear sense of direction and purpose
- sustained ambition through language/tone/devices/expression

Less successful expository writing may be characterised by some of the following:

- limited awareness of the audience/reader
- struggle to develop ideas/opinions
- content that is thin/brief/lacking in substance
- few ideas/ideas may be generalised
- limited control with a tendency to simple assertion
- limited sense of direction and purpose
- simplistic in style and structure
- basic and/or numerous errors