



GCSE MARKING SCHEME

AUTUMN 2021

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

INTRODUCTION

This marking scheme was used by WJEC for the 2021 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.

WJEC GCSE ENGLISH LANGUAGE - UNIT 2

AUTUMN 2021 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. What percentage of teachers believe that wearing a school uniform helps students to 'fit in'?** [1]

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

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

95(%)

- A2. Text A refers to 'standardised outfits'. What is meant by the word 'standardised' in this text?** [1]

This question tests the ability to interpret meaning.

Award **one mark** to those who explain that they would be of the same type or made to look the same.

Reward valid alternatives.

- A3. Which of the following statements is NOT suggested by the text? Tick (✓) that box.** [1]

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

The sight of students wearing school uniforms can improve people's perception of a school.

School uniform can contribute to the happiness of the school community.

Wearing a school uniform can cause students to be bullied by other students.

Students' behaviour is improved by the wearing of school uniform.

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

TEXT B

- A4. Text B refers to ‘statutory guidance’. Which of the following definitions best describes the term ‘statutory guidance’? Tick (✓) that box. [1]**

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

- Advice that aims to steer people towards a desired outcome.
 Assistance in finding ways of keeping costs down.
 Guidance that is made in September.
 Instructions which must be followed in order to comply with the law.

✓

- A5. Write down three changes that schools in Wales will be expected to make regarding school uniforms. [3]**

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 **three marks**:

- make sure uniform can be purchased from more than one outlet
- consider whether school logos are necessary/offer logos free of charge
- ensure school uniforms are gender neutral
- reduce the cost

TEXT C

- A6. In the second paragraph, the writer refers to ‘joining the sea of similarly-clad girls’. Explain what she means. [1]**

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

Award one mark to those who explain that:

- the ‘sea of similarly-clad girls’ (metaphorically) describes the sheer number of girls who are all dressed in the same way
- she was dressed to fit in and felt included

Candidates will express this differently. Read carefully and **reward valid alternatives.**

- A7. Explain why the writer paid attention to uniform when looking at schools for her own children. [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**:

- interested to see how schools implement rules
- state of uniform at open evenings reflects/gives an impression of school
- enforcement of uniform rules gives an idea of how school is run

- A8. How does the writer make Mrs Jones seem like a memorable teacher? [5]**

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

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

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

Give 2-3 marks to those who identify and give straightforward comments supported by straightforward textual references. Candidates may begin to make inferences.

Give 4-5 marks to those who begin to show some understanding and support their work with appropriate textual references. Candidates show awareness of the writer’s use of language and are able to make inferences.

Details candidates may explore or comment on could be:

- she ‘lived in fear’ of being ‘singled out’
- she was ‘the deputy head teacher’
- the sound of her footsteps/phrases ‘were familiar’
- she could ‘reduce even the toughest girls to nervous wrecks’
- she ‘put paid’ to even small ‘attempts’ at rebellion
- she was remembered years later

Reward valid alternatives.

TEXT D

- A9. According to Text D, why were more than 200 Bradford secondary school pupils sent home from school? [1]**

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

Award one mark to those who identify that they were wearing the wrong clothes/had committed uniform infringements.

- A10. In the paragraph beginning 'And uniform...', the writer describes uniform as a 'distraction'. Explain what she means. [2]**

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

Award one mark to candidates who explain that teachers waste time on enforcing uniform regulations that would be better spent on teaching.

Award a further mark to those candidates who attempt to explain that the uniform checks are made to seem silly and unnecessary (e.g. 'quibble' over 'hair dye' and/or 'spend far too long' on 'length of skirts') at the expense of education.

A11. Compare and contrast what the writers of Text C and Text D say about how school uniform affects school life. [10]

This question tests the ability to interpret themes, meaning, ideas and information in a range of texts and compare and evaluate the usefulness, relevance and presentation of content.

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

Give 1-2 marks to those who identify basic differences/similarities.

Give 3-4 marks to those who identify and give a straightforward description of the similarities/differences in both texts.

Give 5-6 marks to those who identify a number of similarities/differences and make some comparisons and/or contrasts.

Give 7-8 marks to those who make a range of comparisons/contrasts with valid comments on the similarities/differences between the two texts.

Give 9-10 marks to those who make detailed and sustained comparisons/contrasts with valid comments on the similarities/differences between the two texts.

Details candidates may explore or comment on could be:

Text C

- it gives a sense of pride
- it gives a sense of belonging/helped her 'fit in'
- denies that it made her a 'clone' or crushed her 'personality'
- contributes to the ethos of the school
- increased sense of equality/stopped people judging her
- says a lot about the running of a school/its implementation of rules
- teaches respect and discipline

Text D

- schools go too far and reveal 'skewed' priorities
- some acceptance that uniform aims 'to create a level playing field/helps 'stop teasing'
- it 'suppresses' the right to expression
- bullying will take place regardless ('If teens want to bully...')
- doesn't improve results (comparison of Finland/UK)/doesn't help learning
- discomfort is distracting in an exam
- distracts teachers from teaching and students from learning

Reward valid alternatives.

TEXT E

- A12. In this text the writer describes rebellion against uniform as a ‘rite of passage’. Which one of the following statements best describes the term ‘rite of passage’? Tick (✓) that box. [1]**

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

- The actions of a person as they move from one stage of life to another.
 The description of a train journey across distant lands.
 The act of protesting against authority.
 A long and narrow corridor within a building.

✓

- A13. What impressions does the writer give of the Headmaster in this extract? [6]**

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 mark to those who identify and begin to comment on one or two superficial details with linked basic textual reference.

Give 2-3 marks to those who identify and give straightforward comments supported by straightforward textual references.

Give 4-5 marks to those who begin to show some understanding and support their work with appropriate textual references. Candidates may show awareness of the writer’s use of language and are able to make inferences.

Give 6 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.

Details candidates may explore or comment on could be:

- he is neatly dressed ‘immaculate’
- emphasis on details – ‘white shirt, grey suit’/‘tie knotted at precisely the correct angle’
- he is easily annoyed
- he has a high opinion of himself/doesn’t like to think he’s not ‘unique’
- he is an ‘administrator’/‘I shall have to send a memo’
- fixated on uniform ‘trivia’/‘administrator’s obsession’
- pompous ‘I hope you’ll be able to impress...’
- he is fixated on the forthcoming school inspection
- his priority of ‘making a good impression’ has become disproportionate?
- obsessive e.g. the sock detail

Overview

- he takes himself and the uniform very seriously.
- he is a source of amusement to others.
- he is out of touch

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.

- A14. Complete the sentence below by using the past tense of the verb given at the end:**

Holly **wore** her uniform incorrectly and was given a detention. (Use the past tense of **wear**.) [1]

- A15. Which one of the following sentences is grammatically correct? Tick (✓) the box of the correct sentence.** [1]

The way you dress reflects their personality.

The way we dress reflects your personality.

The way you dress reflects our personality.

The way we dress reflects our personality.

✓

- A16. Which one of the following words best fits the meaning of the sentence below? Tick (✓) the box of the correct word.** [1]

_____ the boots were too big, Joel was grateful for them as he walked through slush and snow to get to school.

However

Although

Because

Firstly

✓

A17. Read the text below which consists of sentences in the wrong order. Show your understanding by answering the questions that follow:

- 1) "Charlie Ash!" boomed the head teacher. "Are those trainers you're wearing?"
- 2) He was just in the nick of time.
- 3) Charlie quickly tucked in his shirt and moved towards the door sure that he'd got everything right.
- 4) Charlie checked his watch as he arrived at the school gates.
- 5) Then he noticed the head teacher standing just inside the doorway doing the daily uniform check.

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

2

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

1

Charlie checked his watch as he arrived at the school gates. He was just in the nick of time. Then he noticed the head teacher standing just inside the doorway doing the daily uniform check. Charlie quickly tucked in his shirt and moved towards the door sure that he'd got everything right. "Charlie Ash!" boomed the head teacher. "Are those trainers you're wearing?"

SECTION B: 40 marks

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

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

At Middletown High School we have high expectations of all students. We **has** established a professional environment in order to prepare our young people for the world of work, Middletown High School has an **excelent** reputation in the local community for having high **standerds**. We encourage **their** students to wear their uniform correctly and with pride.

1. have
2. work. Middletown
3. excellent
4. standards
5. our/the/all

Reward valid alternatives.

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 one of the following for your writing:

[35]

Either

(a) “School uniform is vitally important in all schools.”

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

Or

(b) *Describe* a time when you had to create a good impression.

B2 Assessment Criteria

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 (17-20 marks)	<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 (13-15 marks)	<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 (13-16 marks)	<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 (10-12 marks)	<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 (9-12 marks)	<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 (7-9 marks)	<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 (5-8 marks)	<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 (4-6 marks)	<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 (1-4 marks)	<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 (1-3 marks)	<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 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 A21/CB