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# **GCSE MARKING SCHEME**

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**AUTUMN 2019**

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

## **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.

## WJEC GCSE ENGLISH LANGUAGE - UNIT 2

### AUTUMN 2019 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 many three-day emergency food supplies were given by Trussell Trust foodbanks in 2017-18? [1]**

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

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

1,332,952

- A2. 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.*

119,946 emergency food supplies were provided by Trussell Trust foodbanks to people in Wales in 2017-2018

- A3. Explain in your own words what is meant by a 'three-day emergency food supply'. [1]**

*This question tests the ability to interpret meaning, ideas and information and to refer to evidence within texts and to use inference and deduction skills to retrieve and analyse details.*

Award **one mark** to candidates who explain:

A food package to help support someone when in need/crisis/desperate

- A4. What does the graph show about the number of emergency food supplies provided by Trussell Trust foodbanks? [1]**

*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:

The number of food supplies increased each year

## TEXT B

- A5. The article refers to some patients being classed as ‘very deprived’. What does the word ‘deprived’ mean? Tick (✓) the correct box. [1]**

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

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

people who are suffering from a severe lack of basic necessities in life

- A6. How many patients from Langworthy Medical Practice are currently using Salford foodbank? [1]**

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

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

45 patients

- A7. How does this article make it clear that the use of a foodbank is helpful for patients at the Height Medical Practice? [5]**

*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 on some of the ways a foodbank is beneficial supported by straightforward textual references. Candidates may be beginning to demonstrate understanding through the use of inference.

Give 4-5 marks to those who make accurate comments about a range of the ways in which a foodbank is beneficial supported by well-selected textual references. Candidates are able to make clear inferences and demonstrate secure understanding.

Details candidates may explore or comment on could be:

- People are experiencing ‘a life or death situation’
- Otherwise people have to choose between ‘eating or keeping warm’/they cannot afford both
- More than half of the patients are ‘very deprived’
- Foodbank is ‘more crucial to their care’ than anything else she can offer
- Repeats ‘It’s a life or death situation’
- Some people need to take medication with food – without food they don’t get vital medication/specific example given
- Height Medical Practice rate ‘as outstanding’ and given ‘special praise’ for links with Foodbank suggests making a positive impact

Reward valid alternatives.

## TEXT C

- A8. According to the poster, why might people find themselves in 'food crisis' at Christmas? [1]**

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

Award **one mark** in total for any of the following:

- Increased winter fuel bills
- Seasonal pressures
- Already tight budgets are especially strained at Christmas

- A9. How does the Reverse Advent Calendar make it seem easy to help others at Christmas? [4]**

*This question tests the ability to interpret meaning, ideas and information and to refer to evidence within texts and to use inference and deduction skills to retrieve and analyse details.*

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

- Asks for a 'daily' donation for 25 days – simple/straightforward
- Suggests we 'pop' it in a box/bag and drop off 'early December' – quick actions/instructions
- They will then 'make up the parcels' – do all of the sorting out
- Provides a list of suggested items – no thinking required
- Suggests low tariff cash...you don't even have to buy anything on some days
- Items requested are quite modest – not difficult/expensive to source

Reward valid alternatives.

## TEXT D

- A10. Explain why Edwina Currie thinks there has been an increase in ‘people using food banks in the last 12 months’.** [1]

*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:

She thinks more people are using food banks because there are more foodbanks available.

- A11. Edwina Currie uses the phrase a ‘stick to beat the government’. Explain what she means.** [1]

*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** to candidates who explain:

Currie thinks that figures about the use of food banks are being used to criticise or cause difficulty for the government.

- A12. This blog refers to ‘long-term issues’. What does this mean? Tick (✓) the correct box.** [1]

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

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

- a) problems that occur over an extended period of time

## TEXT E

**A.13 Look at the first paragraph of this text. What impressions does the writer give of what it is like to get into debt? [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 1-2 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 comments on some of the impressions created by the writer supported by straightforward textual references. Better answers will be beginning to make inferences.

Give 5-6 marks to those who make accurate comments about a range of the impressions created by the writer supported by well-selected textual references. Candidates show awareness of the writer's use of language and are able to make clear inferences.

Details candidates may explore or comment on:

- She is 'one of more than a million'/it's not uncommon
- It 'happened so quickly'/ 'Within two months'/sense of spiralling out of control
- Contrasts 'full-time salaried job' with 'sobbing on the phone to the energy company' - extremes
- More contrast with 'bills all paid...same day' to 'Until it didn't'/bleak desperate outlook
- Describes herself as 'at the mercy' of local council/helpless
- Left to an answerphone informing there was 'six-week delay in processing new Housing Benefit claims' – no care/no compassion
- Active in pursuit of solutions – lists of verbs 'waited', 'phoned', 'wrote', 'cried', 'screamed', 'turned up' (but at the mercy of others)
- Plenty of emotive language e.g. 'begging', 'drastic'
- Desperate – had to wait till 'the last minute'/unpredictable
- Powerless – takes the MP stepping in to avoid eviction

Reward valid alternatives.



**A14. Look at Text D and Text E. Compare and contrast what is said about people who use foodbanks. [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.

Give 1-2 marks to those who identify basic differences/similarities about what is said about the people who use foodbanks. Candidates may fail to identify text/writer.

Give 3-4 marks to those who use both texts to identify and make comments on straightforward similarities/differences about what is said about the people who use foodbanks.

Give 5-6 marks to those who make a range of valid comparisons/contrasts in relation to what is said about people who use foodbanks.

Give 7-8 marks to those who make detailed comparisons/contrasts with valid comments on what is said about the people who use foodbanks.

Give 9-10 marks to those who make comparisons that are sustained and detailed. Candidates will show clear understanding of what is said.

Details candidates may explore or comment on could be:

**Text D**

- They are people who will queue 'at the door' for something that is free
- Some are people with 'long-term issues' such as 'addiction, alcoholism and mental illness'
- They would 'struggle in times of prosperity and recession'
- Some are people with 'short-term problems, such as debt'
- They have not been helped to 'change course' because of dependence on food banks
- Some of them are 'not poor'/don't need foodbanks
- Some 'choose to stay on benefits'/'get free food'/same people
- Not all 'desperate' ('well-fed dogs'/'wide-screen TVs' etc.)

**Text E**

- People who are in debt and desperate
- Not 'anyone' who wants to 'top up the supermarket delivery'
- Have to be identified as 'in need' by relevant professional
- People whose lives are 'falling apart'/desperate/ashamed
- People who can't afford heating and food
- People who have tried and failed to get jobs
- People who have dependants to support
- People who are at the wrong end of government cuts
- There are a lot of users, 'one of more than a million'

### Editing (5 marks)

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

**A15.** Circle the word below that best fits the gap in the sentence:

**That evening, my family and I were intending to go to a new restaurant for ..... dinner.**

A) me            B) are            C) **our**            D) that            [1]

**A16.** Tick (✓) the box of the sentence which is grammatically correct. [1]

He did not want no more ice cream.

He did not want know more ice cream.

He did not want any more ice cream.

He did not want many more ice cream.

**A17.** Circle the pair of words that best fit the meaning of the sentence below: [1]

Gina had \_\_\_\_\_ to show she had experience as a volunteer for part of her Duke of Edinburgh Award. She had no idea how much she would end up \_\_\_\_\_ it.

(A) required...loving

(B) needed...enjoying

(C) wanted...making

(D) worked...hoping

**A18.** Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow:

1. Eventually, the shutters were lifted and the doors opened.
2. Despite this, a queue was already forming outside the local bakery.
3. It was bitterly cold on the last shopping day before Christmas.
4. Iwan joined the people waiting, rubbing his hands together for warmth.
5. The shop was welcoming as Iwan finally stepped into the warmth.

(a) Which sentence should come **third** in the text? Write the number of the sentence below. [1]  
4

(b) Which sentence should come **fifth** in the text? Write the number of the sentence below. [1]  
5

**Actual order:** It was bitterly cold on the last shopping day before Christmas. Despite this, a queue was already forming outside the local bakery. Iwan joined the people waiting, rubbing his hands together for warmth. Eventually the shutters were lifted and the doors opened. The shop was welcoming as Iwan finally stepped into the warmth.

**SECTION B: 40 marks**

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

Read the following appeal.

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

Our school **have** decided to take part in the Reverse Advent **Calender** appeal for our local foodbank. It is hoped that each form group will discuss this during tutor time and organise themselves to complete this task? Donations such as **dryed** foods, tinned goods and toiletries would be gratefully **received**.

**Corrections**

1. have – has
2. Calender – Calendar
3. this task (full stop not question mark)
4. dried
5. recieved – received

**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) Describe a time when you faced a challenge.**

**Or, (b) Write an essay explaining why charity is important, giving clear reasons and examples.**

## B2 Assessment Criteria

<b>Band</b>	<b>Communicating and organising (meaning, purpose, readers and structure)</b>	<b>Band</b>	<b>Writing accurately (language, grammar, punctuation and spelling)</b>
<b>5</b> <i>(17-20 marks)</i>	<ul style="list-style-type: none"> <li>• Mature and perceptive writing</li> <li>• Sustained and effective writing with techniques that fully engage the reader's interest</li> <li>• Appropriate register is confidently adapted to purpose/audience</li> <li>• Ideas are convincingly developed with detail, originality and creativity</li> <li>• Secure and coherent structure; there is sophistication in the shape and structure of the writing</li> </ul>	<b>5</b> <i>(13-15 marks)</i>	<ul style="list-style-type: none"> <li>• Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning</li> <li>• 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>• Very secure command of grammar</li> </ul>
<b>4</b> <i>(13-16 marks)</i>	<ul style="list-style-type: none"> <li>• Clearly controlled and well-judged writing</li> <li>• Shows secure understanding of the reader's needs and how to hold interest with techniques used</li> <li>• Register is appropriately and consistently adapted to purpose/audience</li> <li>• Develops ideas with convincing detail and some originality and imagination</li> <li>• Writing is purposefully structured and clearly organised to give sequence and fluency</li> </ul>	<b>4</b> <i>(10-12 marks)</i>	<ul style="list-style-type: none"> <li>• Use wide range of vocabulary with precision</li> <li>• Secure command of grammar</li> <li>• Sentence structure is varied to achieve 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> </ul>
<b>3</b> <i>(9-12 marks)</i>	<ul style="list-style-type: none"> <li>• Writing is mostly coherent and interesting</li> <li>• Clear awareness of the reader and some techniques used to meet their needs</li> <li>• Register is mostly appropriately adapted to purpose/audience</li> <li>• Ideas show development and there are some interesting effects in the writing</li> <li>• The writing is organised to give sequence and structure</li> </ul>	<b>3</b> <i>(7-9 marks)</i>	<ul style="list-style-type: none"> <li>• Use a good range of vocabulary with some precision</li> <li>• Mostly consistent command of grammar</li> <li>• Sentence structures are varied</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> </ul>
<b>2</b> <i>(5-8 marks)</i>	<ul style="list-style-type: none"> <li>• Some coherent writing</li> <li>• Some awareness how to create effect to interest the reader</li> <li>• A clear attempt to adapt register to purpose/audience</li> <li>• Develops some ideas with an occasional interesting effect</li> <li>• There is some organisation, some sequencing of ideas</li> </ul>	<b>2</b> <i>(4-6 marks)</i>	<ul style="list-style-type: none"> <li>• Use some range of vocabulary</li> <li>• Command of grammar is inconsistent</li> <li>• There is 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>• Spelling is usually accurate</li> <li>• Control of tense and agreement is generally secure</li> </ul>
<b>1</b> <i>(1-4 marks)</i>	<ul style="list-style-type: none"> <li>• Basic coherence in the writing</li> <li>• Limited awareness of the reader</li> <li>• Some attempt to adapt register to purpose/audience</li> <li>• Some relevant content but uneven</li> <li>• Basic organisation; simple sequencing of ideas</li> </ul>	<b>1</b> <i>(1-3 marks)</i>	<ul style="list-style-type: none"> <li>• Limited range of vocabulary</li> <li>• Limited range of sentence structures</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 command of grammar</li> </ul>
<b>0 marks</b>	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