



**GCSE**

**ENGLISH LANGUAGE**

**UNIT 2 MARK SCHEME**

**Reading and Writing: Description, Narration and  
Exposition**

## 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 visitors have been to Australia before? [1]

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

Award **one** mark for:

47% / forty-seven percent

- A2. The information refers to “demographic”. Select **one** definition from the list below that best defines a ‘demographic’? [1]

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

Award **one** mark for:

c) a way of grouping people

- A3. Explain what is meant by “peak booking period” and “peak travel period”. [2]

*This question tests the ability to demonstrate verbal reasoning skills in synthesising information.*

- Award **one** mark for candidates who demonstrate an understanding of one of the terms as outlined below.
- Award **two** marks for candidates who clearly demonstrate the difference between the two, i.e. peak booking period is the time (of year) when the most bookings (for travel to Australia) are made, and peak travel period is the time (of year) when the most people travel (to Australia).

No marks should be awarded for candidates who simply state that these are different times of the year or fail to give a reasonable explanation of at least one of the terms.

**TEXT B**

- A4. What is meant when Bryson writes that the owners “lived on the surface of the moon” since the forest fire? [1]

*This question tests the ability to interpret meaning.*

Do not award credit for candidates who say that you cannot live there / there is no life.

Award **one** mark for candidates who explain that the fire has destroyed vegetation or plant life (and left the area looking like the surface of the moon) / the fire has left the area bare or barren / it is not a pleasant place to live.

Reward valid alternatives.

A5. What does Bryson say about American attitudes to disasters? [5]

Refer to the language he uses in your response.

*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 marks to those who identify and give straightforward comments on some of the attitudes of Americans in general supported by straightforward textual references.

Give 3 marks to those who begin to show some understanding of the attitudes in the text supported by appropriate textual references. Candidates begin to analyse the language and tone used to convey attitudes.

Give 4 marks to those who make accurate comments about the attitudes of Americans in general supported by well-selected textual references. Candidates analyse the language and tone used to convey attitudes.

Give 5 marks to those who make accurate and perceptive comments about the full range of attitudes supported by convincing, well selected examples and purposeful textual references. Candidates demonstrate well-considered analysis of how language and tone are used to effectively convey attitudes.

Details candidates may explore or comment on could be:

- America “absorbs disasters” due to its size
- America views disasters differently from other countries where there would be seen as “colossal tragedies”
- Disasters are seen as “diversions” between adverts on TV as they are “not terribly consequential”
- Local TV news coverage leans towards “breeziness”

Overview:

- Limited media coverage suggests Americans do not view disasters as being as important as they would be perceived in other countries.

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

## TEXT C

- A6. Which two countries have their borders at the top of Mount Everest? [1]

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

The **two** correct countries must be identified for **one** mark to be awarded:

Tibet and Nepal

- A7. How did Jon Krakauer feel when he reached the top of Mount Everest? [5]

You must use evidence from the text to support your answer.

*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 mark to those who identify and begin to comment on some aspects of what it was like to climb Everest with linked basic textual reference.

Give 2 marks to those who identify and give straightforward comments on what it was like for Krakauer to get to climb Everest supported by straightforward textual references.

Give 3 marks to those who explain what it was like for Krakauer to climb Everest and begin to show some understanding of how his language is used to achieve effects and describe the experience supported by appropriate textual references.

Give 4 marks to those who make accurate comments about what it was like for Krakauer to climb Everest and begin to analyse how language is used to achieve effects and describe the conditions and experience supported by well-selected textual references.

Give 5 marks to those who make accurate and perceptive comments on a wide range of examples about what it was like for Krakauer to climb Everest and provide detailed analysis of how language is used to achieve effects and describe the conditions and subtleties of the experience supported by convincing, well selected examples and purposeful textual references.

Details candidates may explore or comment on could be:

- He felt the weather was against him / The conditions were difficult – “ice”, “hunched...against the wind”
- He found it difficult to breath
- He was “detached” from the experience which he knew should have been “spectacular”
- This moment was something he had been “fantasizing about” and clearly meant a lot to him
- However, he was so exhausted he did not have the “energy to care”
- He was tired and hungry as he had not slept or eaten much in the last three days
- The climb had physically taken its toll on him, “violent cough”, “separated ribs”, “painful to breathe”
- He had also been mentally affected due to the lack of oxygen, “a slow child”
- He is left unable to take pleasure in his achievement as all he can feel is “cold and tired”

Overview:

- This was an occasion he had been dreaming about and was unable to enjoy
- He seems remote, “detached” from his accomplishment
- The physical and mental effects are all-consuming

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

**TEXT D**

- A8. Which of the following is **not** a benefit of summer term school trips, according to the article? [1]

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

Award **one** mark for:

- c) They can provide a focus for parental savings schemes

- A9. Identify two challenges that teachers may face when organising school trips. What advice does the article give to help teachers to overcome each of these challenges.

*This question tests the ability to summarise information and link ideas within the text.*

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

Challenges

- financial (or cost)
- workload concerns

Award **one** mark for each of the following linked to pieces of advice, up to a **maximum of two marks**:

Advice

- introduction of a weekly savings scheme for pupils
- visiting places that are free of charge to reduce cost
- careful planning to help manage workload
- involving other members of staff to share workload

**TEXT E**

- A10. Identify **three** ways that different people see Rashid. [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, **to a maximum of three**:

- the Ocean of Notions
- the Shah of Blah
- loving husband

- A11. In lines 10 and 11 the writer refers to “that unhappy metropolis”. Select **one** definition from the list below that best describes a ‘metropolis’? [1]

*This question tests the ability to demonstrate verbal reasoning skills in context.*

Award **one** mark for:

- d) busy city

- A12. How do the writers present the places of Toiyabe National Forest in Nevada and the city of Alifbay in **Text B** and **Text E**? [10]

You must refer to both texts to support your comments on the language the writers have used.

*This question tests the ability to synthesise information effectively from more than one text, interpret themes, 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 comment on some examples of what the places are like.

Give 3-4 marks to those who identify and give straightforward comments on some examples of how the places are presented. These responses will simply identify some linguistic terminology/techniques.

Give 5-6 marks to those who explain how a number of different examples create a sense of place, and begin to show some understanding of how language and techniques are used to achieve effects and influence the reader. These responses will begin to use relevant linguistic terminology accurately to support their comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples create a sense of each place, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Linguistic terminology is used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples create a powerful image of each place, and provide detailed analysis of how language and techniques are used to achieve effects and influence the reader. Subtleties of the writer’s technique are explored in relation to how the reader is influenced. Well-considered, accurate use of linguistic terminology supports comments effectively.

Details candidates may explore or comment on could be:

### TEXT B

- The language suggests total devastation of “what once had been the Toiyabe National Forest” / “nothing but charred land” / “dead earth” / “stumps of trees” (tripling)
- This sight of anything undamaged was unusual—“Occasionally I passed an undamaged house” / “an odd sight”
- Bryson emphasises the contrast between how the National Park had been before the fire and how it is now for residents—“luckiest people on the planet” / “ocean of blackened stumps”
- Repetition of images which suggest an absence of life and growth—“dead earth and stump of trees” / “blackened stumps”
- The image of “they lived on the surface of the moon” emphasises the barren landscape where nature struggles to grow
- The bleakness of the place is reinforced by Bryson’s acknowledgement that it will take a very long time for the area to recover—“they could watch it grow again inch by annual inch”
- Bryson had never witnessed such a catastrophe—“I have —never seen such devastation”
- The language reinforces the totality of the disasters— “dead earth”, “miles and miles of it”

### TEXT E

- Alifbay is presented as a sad city
- repetition of “sad” —emphasises its glumness
- superlative used “the saddest of cities” —nowhere is sadder
- it has been ruined by the sadness in the city
- “it had forgotten its name”—it is not worth remembering
- there was a “mournful sea” / the sea is personified to demonstrate how widespread the sadness is
- even the animals in the area, “full of glumfish”, are affected by sadness
- the glumfish taste bad adding to the general unhappiness, “miserable to eat”
- everyday actions like belching are affected “people belch with melancholy”
- residents are not cheered “even though the skies were blue”
- “mighty factories” stood in the north of the city / it sounds grim and industrial
- “sadness was ... manufactured, packaged and sent all over the world” —the city is a world-leader when it comes to sadness / experts at making sadness
- there seems to be an unending supply of sadness, “never seemed to get enough of it”
- “black smoke” poured out of the chimneys—there is a lot of it / black is associated with sadness and mourning
- the black smoke “hung over the city like bad news” —it is inescapable / threatening

These are not checklists and the question must be marked in levels of response. Look for and reward valid alternatives.



**Editing**

1. Read the paragraph below and then answer the questions that follow: [2]

Carrie had a **reputation** for cleanliness. Everyone expected the house to be spotless but her moods were harder to **predict**.

(a) Award **one** mark for:

C) reputation

(b) Award **one** mark for:

B) predict

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

I was **overjoyed** to see the old house again; yet as I stood there a growing sense of **anxiety** crept up on me.

Award **one** mark for the correct answer B).

Options A), C) and E) do not recognise the introduction of contradiction/change signalled by the connective “yet”.

Option D) does not make sense in the context of the sentence.

3. Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow: [2]

Correct order:

1. The old man hobbled down the deserted lane, rushing as fast as he could to get home.
2. He looked anxiously around trying to make sense of shapes in the growing darkness.
3. But his eyes were failing him in the fading light.
4. Nevertheless, he could still hear like an owl, and the rustling in the hedgerow unnerved him.
5. As he realised the noises of the night were more human than animal, terror overtook him.

(a) Sentence 4 – **one** mark

(b) Sentence 2 – **one** mark

**B1.** Award **one** mark for each of the following errors appropriately corrected, to a **maximum of five**:

[5]

<p>Dear Valued Customer,</p> <p>We detected irregular activity on <u>you're</u> Lloyds Internet banking account on 07/02/2015.</p> <p>For your protection, you must verify this activity before you can <u>continue to using</u> your account.</p> <p>We will review the activity on your account with you and on verification we will remove any <u>restriction's</u> placed on your account.</p> <p>If you choose to ignore our request, you leave us no choice but to <u>temporaly</u> suspend your account.</p> <p>We ask that you allow at least 72 hours for the case to be investigated and we strongly recommend you <u>verefy</u> your account in that time.</p> <p>Best regards,</p> <p>Lloyds Bank - Internet Banking</p>	<p>your</p>
	<p>continue to use / continue using</p>
	<p>restrictions</p>
	<p>temporarily</p>
	<p>verify</p>

## 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"> <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>	5 <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>
4 <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>	4 <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>
3 <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>	3 <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>
2 <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>	2 <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>
1 <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>	1 <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 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>
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