



GCSE MARKING SCHEME

SUMMER 2019

**ENGLISH LANGUAGE - UNIT 3
3700U30-1**

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.



GCSE ENGLISH LANGUAGE SUMMER 2019 MARKING GUIDELINES

UNIT 3

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 tonnes of plastic are used in the UK every year? [1]**

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

Award **one mark** for:

600,000 (tonnes)

- A2. What percentage of recycled bottles go to UK recycling plants? [1]**

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

Award **one mark** for:

30 (%)

- A3. What is Ecover's Green Plastic made from? [1]**

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

Award **one mark** for:

Sugarcane

TEXT B

- A4. In text B, the writer states that tiny particles 'contaminate our soil and water'. What is meant by the word 'contaminate'? [1]**

This question tests the ability to interpret meaning and ideas.

Award **one mark** for an explanation which suggests:

To soil / pollute / infect / to make impure / to poison / to damage

- A5. Text B explains what happens to a plastic bottle when it is thrown away. Put the information into order according to what happens to the plastic bottle. Stage one has been completed for you. [3]**

This question tests the ability to demonstrate verbal reasoning skills when sequencing information.

Allow **one mark** for each of the following to a maximum of 3 marks.

- | | |
|---|----------|
| You throw away your plastic bottle. | 1 |
| The whole process can take up to 1,000 years. | 4 |
| Your plastic bottle usually ends up in a landfill site, a waterway or an ocean. | 2 |
| Your plastic bottle will slowly degrade by breaking down into tiny particles that contaminate our soil and water. | 3 |

TEXT C

- A6. In your own words, summarise the reasons why the writer thinks plastic is important in modern society. [5]**

This question tests the ability to summarise information.

Award **one mark** for each of the following summarised in the candidate's own words, to a **maximum of five**.

- central to modern life / important / key
- many positive elements to its use – inexpensive, light, robust
- use less energy to manufacture
- reduces the use of fossil fuels
- much less of a threat to our environment than alternatives
- can be recycled/reused

- A7. The writer refers to 'material consumption' in the text. What is suggested by the word 'consumption'? [1]**

This question tests the ability to interpret meaning and ideas in challenging writing.

Award **one mark** for:

To use materials

TEXT D

- A8. What evidence is there to suggest that the plastic bag ban has been successful? [1]**

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

Award **one mark** for:

There has been an 85% reduction in their use.

A9. How does the writer persuade us that it is easy to reduce our use of plastic? [10]

This question tests the ability to use inference and deduction skills to retrieve and analyse information from written texts and reflect on the ways in which texts may be interpreted.

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 content that are persuasive, but may struggle to engage with the text and/or the question.

Give 3-4 marks to those who identify and give straightforward comments on some examples of persuasive content. These responses may simply identify some facts and/or evidence.

Give 5-6 marks to those who explain how a number of different examples from the text persuade, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Carefully selected examples will support comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples from the text persuade, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Carefully selected examples will support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from the text persuade. Analysis of how language and techniques are used to achieve effects and influence the reader will be evident. Well-considered, accurate use of linguistic terminology will support comments effectively.

Details candidates may explore or comment on could be:

- the heading '8 Ways...' makes it seem simple to achieve
- 'Carry a reusable bottle' is something we can all do with minimal effort
- 'plastic straws' are not essential so could be easy to stop using
- the solutions are straightforward 'ask your local pub....'
- only 1 in 400 cups are recycled so easy to make an impact / incentive offered to reuse
- 'loose veg' makes plastic seem redundant and therefore easy to stop using
- it is easy to recycle milk bottles with minimal effort
- carrying a shopping bag is something that anyone can do 'shocking', 'foldaway'
- gives statistics of how much progress has already been made
- tells us that these are only 'small' changes making them appear to be easy/straightforward
- tells us that the impact will be 'big'
- tells us that if we start today we will impact the future

Language and techniques

- the layout is straightforward making the process seem easy
- the steps given could be achieved by anyone with such minimal effort
- the use of imperatives makes it feel like it is easy to achieve 'Take...' 'Avoid...'
- 'you...our' we are part of the problem but can easily be part of the solution
- compares what has been done to what could be achieved
- rhetorical question at the start is answered with ease
- language 'ridiculous', 'obscene' makes it seem so obvious
- the tone makes it sound like their way is the only one to follow – sense of immediacy

TEXT E

A10. Explain why Prince Charles is worried about the plastic that ends up in our oceans.

[5]

This question tests the ability to interpret meaning and ideas in challenging writing and understand and recognise the reliability of 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 examples of content that are relevant, but struggle to engage with the text and/or the question.

Give 2 marks to those who identify and give straightforward comments on some examples of relevant content. These responses will simply identify some facts and/or evidence.

Give 3 marks to those who explain a number of different examples from the text. Carefully selected examples are used to support comments effectively.

Give 4 marks to those who make accurate comments about a range of different examples from the text. Carefully selected examples are used accurately to support comments effectively.

Give 5 marks to those who make accurate and perceptive comments about a wide range of different examples from the text. Well-considered examples support comments effectively.

Candidates could comment on the following:

- such a huge quantity / 8 million tonnes or 10% of the annual plastic production
- most wild caught fish now contain plastic / so plastic is 'on the menu'
- all plastic since 1950s that has ended up in oceans is still with us
- plastic harms / the damage is irreversible (Barrier Reef)
- chemicals leak into the water / contaminate it
- worried about effect on future generations (i.e. grandchildren)
- situation is critical / worsening / 'too late' / no one is taking action
- he feels we are destroying / disrespecting our environment

Reward valid alternatives.

A11. What does Prince Charles mean when he says, 'It may not be too late to turn the tide?'

[1]

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

Award **one mark** for an explanation that suggests:

- It is not too late to change
- There is still time to reverse the damage

A12. Look at Text D and Text E. Compare what the two texts say about the amount of plastic that is thrown away each year. [10]

This question tests the ability to interpret themes, meaning, ideas and information in a range of texts and comparing and evaluating 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 similarities and differences between the two texts. May struggle to engage.

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

Give 5-6 marks to those who identify the similarities and differences between the two texts, and make some comparisons and / or contrasts.

Give 7-8 marks to those who make detailed comparisons and contrasts with valid comments on the similarities and differences between the two texts.

Give 9-10 marks to those who make comparisons and contrasts that are sustained and detailed, showing clear understanding of the similarities and differences between the two texts.

Some areas candidates may wish to explore:

Text D

- we use over 13 billion bottles in the UK each year
- 1 billion straws each day
- we discard 2.5 billion coffee cups in the UK
- less than 1 in 400 cups is recycled
- a 'ridiculous amount' of food is packaged in plastic
- we have reduced the number of plastic bags used by 85%
- we still throw away 2 billion plastic bags each year
- the amount of plastic we use is referred to as obscene
- we need to take personal responsibility / find personal solutions

Text E

- 8 million tonnes of plastic enter the sea each year
- all plastic since 1950 is still with us
- there's so much plastic that it will be near you every time you swim in the sea
- 10% of all plastic produced ends up in oceans / not much is recycled
- the amount is increasing (by the truck load)
- the amount is referred to as 'atrocious quantity of plastic pollution'
- globally we need to reduce this, 'manage it'
- the amount is so great that it ends up in food / food chain / is consumed

Overview

- both say it is a huge amount / increasing problem
- both say the amount needs to be reduced because it is so detrimental

Reward valid alternatives.

SECTION B (Writing): 40 marks

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

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200-300 words.

The space below can be used to plan your work before starting on the next page. You may continue on an extra sheet of paper should you need it.

Answer **both** B1 and B2

B1. You read the following in a newspaper:

'Plastic is one of the biggest problems faced by our planet. Why would we use something for a few minutes that has been made from a material that's going to last forever?'

Write a letter to the newspaper giving your views on the use of plastic. [20]

B2. Write an article for your school/college magazine in which you persuade your classmates how to lead a more environmentally-friendly life.

Write your article. [20]

B1 and B2 Assessment Criteria

| Band | Communicating and organising (meaning, purpose, readers and structure) | Band | Writing accurately (language, grammar, punctuation and spelling) |
|--------------------------|---|--------------------------|---|
| 5 <i>(9-10 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>(9-10 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>(7-8 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>(7-8 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>(5-6 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>(5-6 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>(3-4 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>(3-4 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>(1-2 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>(1-2 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 | | |