



GCSE MARKING SCHEME

SUMMER 2017

**GCSE (NEW)
ENGLISH LANGUAGE
UNIT 2**

3700U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.

SECTION A: 40 marks**TEXT A**

- A1. What does the term "outdoor recreation" mean? [1]**

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

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

Any physical activity taking part in the natural environment

- A2. Which one of the following activities would NOT be included in the definition of "outdoor participation"? 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:

golf

- A3. What do you think is meant by "green space" environments and "concrete" environments? [2]**

This questions 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 terms.

"Green space" environments are natural areas in the mountains or countryside whereas concrete refers to urban environments (towns/cities/roads/man-made).

Exemplification may help the candidates in their explanations BUT no marks should be awarded for candidates who simply state examples of the different types of setting or who fail to give a reasonable explanation of at least one of the terms.

TEXT B

- A4. Which attraction is furthest west on the Adventure Map? [1]**

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

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

6. Rib Ride or Holyhead

- A5. What does the article mean when it describes North Wales as having a "reputation as the adventure capital of the UK"? [1]**

This question tests the ability to interpret meaning.

Award **one mark** for candidates who explain the description emphasises that North Wales is well known the foremost (biggest/best/most important/number 1) place in the UK for adventure.

Reward valid alternatives.

- A6. Identify two of the benefits of the Adventure Passport scheme and in your own words explain why they are beneficial? [4]**

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

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

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

Benefit Award one mark for each of the following benefits , up to a maximum of 2 marks	Explanation (must have linked benefit) Award one mark for each of the following linked explanations, up to a maximum of two marks:
allows access to some of the most thrilling attractions in the area	- Good for "thrill-seekers" and/or "adrenaline junkies" who are looking for new challenges
reward of Surf Snowdonia visit for completion	- Additional reward as well as satisfaction enjoyment of completion – free of charge and more thrills
memorable holidays	- AP designed to give a holiday based on "stimulating the mind" - wants families to leave "feeling exhilarated"/expects "memories that will last a lifetime"
benefits the economy/provides jobs	- Outdoor activity tourism is responsible for job creation (8,000 Welsh jobs) and provides significant input into Welsh tourism economy (10% contribution/£481m)
Reward valid alternatives	

TEXT C

- A7. The article says that, "pound for pound" children are weaker than they used to be. What does this mean? Tick (✓) the correct box. [1]**

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

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

children of the same weight are weaker than previous generations

- A8. Identify two points this article makes about the physical health of children in more recent times. What does the article suggest are the reasons for each of these points? [4]**

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

Points about child health:

- children weaker/declining health e.g. arm strength
- children"s health is at risk
- children are less fit
- children have same BMI as those a decade earlier

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

Reasons:

they are a generation dedicated to online pursuits
changes in activity patterns – fewer activities like rope climbing/tree-climbing to boost strength

bodies likely to contain "more fat and less muscle"
they are probably "carrying more fat" and are "weaker"

Allow two explanations for the same point, if valid and different.

Text D

- A9. What two things did watching the kite-flying keep Paul Birmingham's children away from? [1]**

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

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

flashing swords and ice cream sellers

- A10. What impressions does Paul Birmingham give about kite-flying in this extract? You must use evidence from the text to support your answer. [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 marks to those who identify and give straightforward comments on some general impressions of kite-flying supported by straightforward textual references.

Give 3 marks to those who begin to show some understanding of the attractions of kite-flying supported by appropriate textual references. Candidates may begin to analyse the way the activity is presented.

Give 4 marks to those who make accurate comments about a range of impressions about kite-flying supported by well-selected textual references. Candidates may analyse the way the writer presents activity through language and tone.

Give 5 marks to those who make accurate and perceptive comments about a wide range of impressions about kite-flying supported by convincing, well selected examples and purposeful textual references. Candidates demonstrate well-considered analysis of the way the writer presents them.

Details candidates may explore or comment on could be:

- It's a "thrill"
- A "kiteless childhood" is seen as "unfulfilled"
- A kite festival is an "awesome spectacle"/popular activity (see picture)
- Variety of unlikely/unexpected elements adorn "the skies" ("giant octopus"/"sharks"/"cherubs") – some people take it very seriously
- It's exciting enough to keep the kids "away from" less desirable activities
- Making your own kite is cheap, easy ("the kids required no help from me") and fun ("the kids loved them")
- It brings joy/happiness

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

Overview

- Tone/language is enthusiastic
- Audience appeal
- Positive

Text E

- A11. Identify three details that we discover about the narrator's early life from the opening paragraph. [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**:

- He was living in Italy in the years after the Second World War
- He lived in hard times – no prospects, life in defeated country
- He was fascinated by the spires and crests of the peak/loved the mountains
- He would watch people climbing for "hours on end"/with envy
- He would try to imitate the climbers

- A12. The narrator refers to the "climbing ropes at work". Select one explanation from the list below which best describes what he means. Tick (✓) the correct box. [1]**

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

Award one mark for:

the climbing ropes were being used by climbers on the peak

- A13. Using information from Text D and Text E, synthesise the feelings of the writers to the activities they describe. [10]**

You must refer to both texts to support your answer.

This question tests the ability to synthesise information effectively from more than one text.

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 the writers' feelings towards the activities.

Give 3-4 marks to those who identify and give straightforward comments on some examples of the writers' feelings towards the activities.

Give 5-6 marks to those who explain how a number of different examples present the writers' feelings towards the activities, and begin to show some understanding of implicit meaning in the text.

Give 7-8 marks to those who make accurate comments about how a range of different examples from both texts present the writers' feelings towards the activities. The answer will begin to collate details effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from both texts present the writers' feelings towards the activities. Well-considered, confident collation skills will be evident.

Details candidates may explore or comment on could be:

TEXT D

- "kite-flying" is a "joy" – "who knew?" unexpected pleasure and repeats "joy" later
- "the thrill of flying a kite" excitement
- The tone is lively good humoured language choices emphasise enjoyment feel good factor
- "Homemade Heaven" absolute pleasure "a childhood without kite flying...unfulfilled"
- Widespread enjoyment of activity evident at kite festival
- Promotes it as an "awesome spectacle" – variety of sights on offer/sight to behold
- Good distraction for children
- Inexpensive/ cheap – "for just a couple of pounds"
- He's disappointed that the "kids required no help from" him – can't get involved
- "show them how it's done!"- opportunity to show off
- Appreciates simplicity of activity

TEXT E

- "The Mountains of My Life" suggests the activity is significant to him
- He confesses to being "fascinated" by the "spires and crests" of the "beautiful peak" – lays groundwork for passion for activity.
- Feels awe at the skill of the climbers - "wonder"
- He feels desire to be out there with them "envy"/"lucky people"/he would "try to imitate them"
- He would watch them "hours on end" - "intently" fascinated/obsessed
- So engrossed by watching climbers that others noticed "it must have touched him"
- "I couldn't think of anything I'd like more!"
- He doubts whether he will be able to succeed where Elia failed but his desire pushes him to try "In spite of this, I wanted to try so much".
- He doesn't know how he managed but he did it – enjoyment/excitement/disbelief is evident. He "felt" himself "at the centre of a delirious dream"- too good to be true/wish fulfillment.

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.

A14. Read the sentences below and then answer the questions that follow:

Billie always (a) with determination. Good preparation was (b) to any sporting event.

(a) **Circle** the word below that best fits gap (a):

trained worked thought showed [1]

(b) **Circle** the word below that best fits gap (b):

inevitable essential predictable unimportant [1]

A15. Circle the pair of words that best fit the meaning of the sentence below: [1]

Caroline felt for Joseph's obvious loneliness, but that did not mean she was keen to sacrifice her own to take care of him.

empathy – money

horror – house

sympathy – independence

upset – children

happy – potential

A16. Read the text below which consists of sentences in the wrong order then answer the questions that follow:

1. Still, what was done was done. Now to make the most of it. fifth
2. She knew she should have been going to work. second
3. Jody headed to her car on that Friday morning feeling a little guilty.
4. Instead she was planning a day at the beach.
5. She recalled the feigned illness she had invented on the phone to her boss.

Actual order:

1. Jody headed to her car on that Friday morning feeling a little guilty.
2. She knew she should have been going to work.
3. Instead she was planning a day at the beach.
4. She recalled the feigned illness she had invented on the phone to her boss.
5. Still, what was done was done. Now to make the most of it.

(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).....

SECTION B: 40 marks

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

Read the booking form below that has been designed by a new company offering Outdoor Activities.

Circle the five errors and write them correctly in the spaces below.

[5]

<h1>OutdoorAdventures</h1>	
Booking Form	
Contact Information	
Full Name	
Address	
Date of Birth	
Email	
Phone	
Emergency Contact (please include name and telephone number)	
Medical Conditions	
Activities Offered	
Full Day Activities Instruction and equipment hire is charged at a rate of £25 per day. This is based on groups of 10-12 students. Smaller groups will be subject to additional fees.	<ul style="list-style-type: none"> • caving • rock climbing & abseiling • kayaking • gorge walking.

1. Address
2. Emergency
3. Conditions
4. Activities
5. equipment

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) Write an account of a time when you enjoyed or hated taking part in an outdoor activity.

Or, (b) "It's essential that more people are more active, more often."
(Professor Laura McAllister, Chair of Sport Wales)

Write an essay to explain how far you agree with this view, 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 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 account of a time when you enjoyed or hated taking part in an outdoor activity.

Purpose: To produce a narrative account

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 narratives may include some of the following:

- A range of techniques are employed to engage the audience/reader
- Candidates should demonstrate strong feelings towards their activity
- Candidates may include detailed descriptive development of ideas
- Narratives will be structured carefully to ensure cohesion and fluency
- A range of points/ideas effectively support the narrative
- Candidates are likely to give specific and/or personal examples
- The audience may be engaged through the use of humour and/or emotive appeal
- Narratives will be well controlled and accurate
- A clear sense of direction and purpose will be evident throughout
- Candidates will demonstrate sustained ambition through language/tone/devices/expression

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

- Limited awareness of the audience/reader
- Candidates may seem ambivalent towards their activity
- Candidates struggle to develop ideas/opinions
- Few ideas evident/ideas may be generalised
- Content is thin/brief/lacking in substance
- Narratives lack control and there may be a tendency to simple assertion
- A limited sense of direction and purpose will be evident
- Narratives are simplistic in style and structure
- Errors may be basic and/or numerous

Task Specific Guidance

- B2 (b) “It”s essential that more people are more active, more often.”
Write an essay to explain how far you agree with this view, giving clear reasons and examples.**

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 exposition essays may include some of the following:

- A range of techniques are employed to engage the audience/reader
- Candidates should demonstrate a clear viewpoint towards the statement/question
- Candidates should explain their ideas in detail
- Exposition essays will be structured carefully to ensure cohesion and fluency
- A range of points/ideas effectively support the points made
- Candidates are likely to give specific and/or personal examples
- The audience will be engaged by well-considered arguments
- Writing will be well controlled and accurate
- A clear sense of direction and purpose will be evident throughout
- Candidates will demonstrate 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
- Limited awareness of task
- Candidates may seem ambivalent towards the viewpoint
- Candidates struggle to develop ideas/opinions
- Content is thin/brief/lacking in substance
- Few ideas evident/ideas may be generalised
- Writing lacks control and there may be a tendency to simple assertion
- A limited sense of direction and purpose will be evident
- Essays are simplistic in style and structure
- Errors may be basic and/or numerous