



GCSE MARKING SCHEME

SUMMER 2018

**GCSE
ENGLISH LANGUAGE – COMPONENT 2
C700U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

Component 2 – Mark Scheme

Section A (40 marks)

General Instructions

Where banded levels of response are given, descriptors have to be applied using the notion of best fit. Fine tuning of the mark within a band will also 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 mostly 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 omission. 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 or 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

Read the newspaper article 'Iceland's erupting volcano' by Tom Robbins in the separate Resource Material.

- | | | | |
|---|---|--|-----|
| 1 | 1 | (a) When did the Eyjakull volcano last erupt? | [1] |
| | | (b) How close did Tom Robbins get to the crater of Eyjakull? | [1] |
| | | (c) How wide is the crater of Katla? | [1] |

(AO1 1a)

This question tests the ability to identify explicit information.

Award **one mark** for each correct response in (a), (b) and (c).

- (a) 1823 (1) or "two Saturdays ago" (1)
- (b) 500 Metres (1)
- (c) Five miles wide (1)

1 2

How does Tom Robbins try to make his account of 'Iceland's erupting volcano' exciting and dramatic?

You should comment on:

- **what he says**
- **his use of language, tone and structure**
- **other ways he tries to make his account exciting and dramatic** [10]

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language, tone and structure to achieve effect and influence readers, using relevant subject terminology to support their views.

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

Give 1-2 marks to those who simply identify a few textual details that show his account is exciting and dramatic, e.g. It's a dramatic account because he tells readers that a farmer living near the erupting volcano had to leave his home straight away and then he went on a trip right up to the volcano crater which would be exciting. These responses are likely to be brief and limited.

Give 3-4 marks to those who identify some of the textual details that show his account is exciting and dramatic. The responses may include some simple comments alongside relevant selection of details. e.g. It's a dramatic account because first of all he tells us a local farmer had to immediately leave his house as soon as the volcano started erupting, which makes it sound dangerous and exciting. Then Robbins went on a trip close to the crater which makes his trip sound exciting, as he called the sight 'mesmerising'. Coverage and comment across the whole text may be limited. These responses may simply identify subject terminology.

Give 5-6 marks to those who select and comment on a range of examples that Robbins uses in the text to try to make the account exciting and dramatic, and begin to show how aspects such as language, tone and structure are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology to support their comments.

Give 7-8 marks to those who make accurate comments about how a good range of different examples from across the text show how Robbins tries to make his account exciting and dramatic and begin to analyse how aspects such as language, tone and structure are used to influence the reader. Subject terminology is used to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of different examples from across the text that show how Robbins tries to make his account exciting and dramatic. These responses provide detailed analysis of how aspects such as language, tone and structure are used to influence readers. Accurate use of relevant subject terminology supports comments effectively.

Details that candidates may explore or comment on could be:

- he begins by telling readers about how the erupting volcano affected a local farmer – it's a dramatic opening that captures the urgency of the situation
- he explains the possible impact that the erupting volcano could have
- he uses the adjective 'devastating' to emphasise the terrible effects that could result
- Robbins uses the direct speech from Haf Jonsson to capture the drama of the situation
- Jonsson and his family had to leave their farm immediately because of the danger
- Robbins explains how tourists flock to see an erupting volcano – and he joined a group to get a close-up view – he gets to within 500m of the crater
- he paints a dramatic picture as he gets closer to the volcano – his description uses verbs such as 'spewing' fire, describing the sight as 'mesmerising' and adjectives such as 'fiery' crater to capture the dramatic scene
- the tone is one of awe and wonder at the sights and sounds of the eruption
- he is excited about what he sees and hears – he calls the sounds 'thrilling' and writes about how the lava 'explodes up to 100m into the air, then comes crashing to earth'
- he tells us that there is uncertainty about the eruptions – gives an example of some tourists having to be airlifted to safety
- he tells us there is the possibility of a much larger volcano erupting – with even greater impact
- he describes looking down on the scene from a helicopter – the molten lava became a 'river' that 'snakes' down the hillside to form a 'waterfall of molten lava'
- he calls the sight, 'the best fireworks display on earth'
- he concludes by saying that what he has witnessed is 'like a strange dream'
- but the chunk of lava on the table proves his experience has been real – it provides a neat conclusion to the account
- the account includes two dramatic photographs – reward sensible exploration/comment on how these contribute to the drama/excitement of the article

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

To answer the following questions you will need to read Pieter Sandrick's eyewitness account of the Krakatoa volcano explosion on the opposite page.

- 1 3** (a) On which day of the week did the Krakatoa volcano start to erupt? [1]
- (b) How far away was Krakatoa from the town of Anjer? [1]
- (c) How did Pieter Sandrick survive when the 'wall of water' hit the coast? [1]
- (AO1 1a, b, c, d)

This question tests the ability to identify and interpret explicit and implicit information and ideas.

Award **one mark** for a correct response:

- (a) Sunday (1)
- (b) 25 miles (1)
- (c) He found himself clinging to a tree (1) **or** he ran for his life (1)

1 4

'Pieter Sandrick gets across his feelings of increasing terror really well.' How far do you agree with this statement? [10]

You should comment on:

- **what he says**
- **how he says it**

You must refer to the text to support your comments.

(AO4)

This question tests the ability to evaluate texts critically and support this with appropriate textual references.

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

Give 1-2 marks to those who select some basic textual details and/or express a simple personal opinion. Responses in this band may be brief and limited and /or struggle to engage with the text or the question, e.g. I think he gets his feelings across well because he didn't believe his town would be destroyed by the volcano and he was nearly killed when the wall of water rushed into the town.

Give 3-4 marks to those who select a few relevant details from the text and/or give a personal response to Sandrick's account, although coverage of the whole text may be limited, e.g. He makes it sound a terrible event because he says he was 'panic stricken' when he heard and saw the volcano erupting. I think he gets his feelings across well because he writes about how he didn't expect to escape when the waters swept the houses away in his town. He says he was in 'a race for life', which makes me realise it must have been terrible.

Give 5-6 marks to those who give an evaluation of the text supported by a range of relevant details from across the text. These responses will show some critical awareness and exploration of Sandrick's account that inform a personal response.

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by a good range of well-selected details from across the text. Personal response will be linked to a critical awareness and understanding of Sandrick's account.

Give 9-10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make perceptive comments on Sandrick's account.

Details that candidates may evaluate or give a personal response to could be:

- the opening paragraph expresses Sandrick's sadness at the destruction of the town and that he never expected that he would escape with his life
- he gives a detailed description of the sights and sounds of the volcano – and how it affects him; he is 'panic-stricken', deafened by the noise and he calls the vibrations 'terrifying'
- he says he has 'little sleep' on 'that dreadful night'
- he recalls a shower of ash gradually increasing in force, such that large pieces of pumice-stone rain down around him
- when he looks out to sea there is a wall of water rushing to shore – he feels helpless
- he says there was no time to give any warning of what was about to happen and 'I ran for my life'
- he hears the waters rushing towards him but knows he is helpless – he only survives by clinging to a tree
- he describes the total devastation of the town with specific details – 'Many dead bodies, fallen trees, wrecked houses...'
- he says he is haunted by what he had seen and no-one could believe the complete destruction unless they saw it for themselves

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

To answer the following questions you must use both texts.

1 5 Using information from both texts, explain briefly in your own words what happened as a result of the volcanoes erupting in Anjer and in Iceland? [4]

(AO1 2a and b)

This question tests the ability to select and synthesise evidence from different texts.

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

Give 1 mark to those who struggle to offer a relevant detail from each of the texts or offer relevant detail from just one text.

Give 2 marks to those who select a range of relevant material from each of the texts, e.g. In Iceland the volcano exploding attracted lots of tourists to the area but in Sandrick's account the volcano caused the whole town of Anjer to be destroyed.

Give 3 marks to those who synthesise, with some understanding, a range of relevant detail from both texts, e.g. In Iceland, people living near the exploding volcano had to leave their houses quickly but it became a tourist attraction, whereas in Anjer the volcano was much more destructive and the whole town of Anjer was destroyed.

Give 4 marks to those who synthesise with clear understanding and provide an overview drawn from a range of relevant detail from both texts, e.g. both explosions showed how dangerous volcanoes could be. The volcano in Anjer caused a tidal wave that quickly destroyed the town. Most of the people in the town were killed. In Iceland, although the volcano meant people living nearby had to leave their homes for their own safety, it quickly became a tourist attraction. It was still dangerous though, as some tourists had to be taken to safety when a new crack in the volcano appeared.

Details that candidates may select, explore or respond to:

Robbins

- landscape and atmosphere affected – repulsive smell/ash/lava
- Haf Jonsson and his family had to leave their home for a short while
- the volcano attracted lots of tourists
- some tourists had to be taken to safety when a new crack in the volcano opened up
- it caused locals to become anxious about a more dangerous volcano

Sandrick

- landscape and atmosphere affected – smoke/fire/volcanic rock
- the townspeople were terrified by the sight and sound of the volcano
- the eruption caused a sudden and huge tidal wave
- the town of Anjer was completely destroyed
- very few people escaped with their life – 'a mere handful ... escaped'

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

1 6 Both of these texts are about volcanoes that have erupted.

Compare:

- what the writers could see and hear of the exploding volcanoes
 - how they get across their experiences to their readers
- [10]**

You must use the text to support your comments and make it clear which text you are referring to.

(AO3)

This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.

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

Give 1-2 marks to those who identify a basic similarity and/or difference in what the texts say about what could be seen and heard when the volcanoes exploded. Marks in this band may only deal with one text or not make it clear to which text is being referred.

Give 3-4 marks to those who identify some similarities and differences in what the texts say about what could be seen and heard when the volcanoes exploded.

Give 5-6 marks to those who identify similarities and differences in what the texts say about what could be seen and heard when the volcanoes exploded and make some appropriate comments on how the writers get across their experiences to their readers.

Give 7-8 marks to those who make detailed comparisons about what could be seen and heard when the volcanoes exploded and offer a range of valid comments about how the writers get across their experiences to their readers.

Give 9-10 marks to those who make comparisons that are sustained and detailed about what could be seen and heard when the volcanoes exploded and go on to show a clear understanding of the different ways in which the writers get across their experiences to their readers.

Details that candidates may explore or comment on:

What the writers could see and hear of the exploding volcanoes

Robbins:

- he first sees a plume of smoke then the sight of the crater 'spewing fire';
- the ground turns black with ash;
- he sees and hears the lava exploding high into the air, then crashing back / 'loud booms'
- he sees the 'river of molten lava' and 'the waterfall of molten lava';
- he calls it the 'best fireworks display on earth'.

Sandrick:

- he says the noise of the explosion was very loud;
- he describes the volcano as being entirely covered by smoke / 'thick darkness';
- he saw the sky turned red above the volcano;
- he says the eruptions became deafening and the ground shook;
- the next day he says ash and then pumice-stone began to fall;

How they get across their experiences to their readers

Robbins:

- he uses present tense, capturing the immediacy of the trip
- he gives examples of his feelings – he finds it 'mesmerising' / he calls the experience an 'unimaginable privilege'
- he uses figurative language for impact – "waterfall of molten lava" / "snakes away"
- he contrasts the beauty of the scene with the potential danger the erupting volcano could cause

Sandrick:

- he writes about his fears when he hears the volcano – he is "panic-stricken" / he finds the vibrations 'terrifying' / he could not sleep / he feared the houses would collapse
- he uses figurative language – "a huge wall of water"; "sweeping away the whole of Anjer like a giant hand"
- he is in the middle of the action when the tsunami hits / he emphasises that his life is in danger
- he makes use of some short, simple sentences to convey the intensity of the situation – "Everything was engulfed" / "Breathless and exhausted I still pressed on"

Overview

- both give first-hand accounts of their experiences
- the experience is a positive one for Robbins / negative for Sandrick e.g. impact on them personally / the ending of each account

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

Section B (40 marks)

An understanding of purpose, audience and format is particularly important in this type of writing.

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The band descriptor that most closely describes the quality of the work should be selected:

- 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.

The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition; individual interpretations should be judged on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

The total mark for each task (/20) will be given by awarding two marks:

- communication and organisation (12 marks)
- vocabulary, sentence structure, spelling, punctuation (8 marks)

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.

AO5 (60% of the marks available):

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6 (40% of the marks available):

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole.

2 1 + 2 2

Transactional / Persuasive Writing

	Communication and organisation <i>12 marks</i>	Vocabulary, sentence structure, spelling and punctuation <i>8 marks</i>
Band 5	<p>11-12 marks</p> <ul style="list-style-type: none"> shows sophisticated understanding of the purpose and format of the task shows sustained awareness of the reader / intended audience appropriate register is confidently adapted to purpose / audience content is ambitious, pertinent and sophisticated ideas are convincingly developed and supported by a range of relevant details there is sophistication in the shape and structure of the writing communication has ambition and sophistication 	<p>8 marks</p> <ul style="list-style-type: none"> there is 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 a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Band 4	<p>8-10 marks</p> <ul style="list-style-type: none"> shows consistent understanding of the purpose and format of the task shows secure awareness of the reader/intended audience register is appropriately and consistently adapted to purpose/audience content is well-judged and detailed ideas are organised and coherently developed with supporting detail there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation) communication has clarity, fluency and some ambition 	<p>6-7 marks</p> <ul style="list-style-type: none"> sentence structure is varied to achieve particular 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 vocabulary is ambitious and used with precision
Band 3	<p>5-7 marks</p> <ul style="list-style-type: none"> shows clear understanding of the purpose and format of the task shows clear awareness of the reader / intended audience register is appropriately adapted to purpose / audience content is developed and appropriate reasons are given in support of opinions / ideas ideas are organised into coherent arguments there is some shape and structure in the writing (paragraphs are used to give sequence and organisation) communication has clarity and fluency 	<p>4-5 marks</p> <ul style="list-style-type: none"> there is variety in sentence structure 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 vocabulary is beginning to develop and is used with some precision
Band 2	<p>3-4 marks</p> <ul style="list-style-type: none"> shows some awareness of the purpose and format of the task shows awareness of the reader / intended audience a clear attempt to adapt register to purpose / audience some reasons are given in support of opinions and ideas limited development of ideas some sequencing of ideas into paragraphs (structure / direction may be uncertain) communication has some clarity and fluency 	<p>2-3 marks</p> <ul style="list-style-type: none"> some variety of sentence structure there is some control of sentence construction some control of a range of punctuation the spelling is usually accurate control of tense and agreement is generally secure there is some range of vocabulary
Band 1	<p>1-2 marks</p> <ul style="list-style-type: none"> basic awareness of the purpose and format of the task some basic awareness of the reader / intended audience some attempt to adapt register to purpose / audience (e.g. degree of formality) some relevant content despite uneven coverage of the topic content may be thin and brief simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order) there is some basic clarity but communication of meaning is limited 	<p>1 mark</p> <ul style="list-style-type: none"> limited range of sentence structure 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 range of vocabulary
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit

COMPONENT 2

ASSESSMENT OBJECTIVE WEIGHTINGS

	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	Total %
Component 2	7.5	7.5	7.5	7.5	18	12	60

Assessment Objective		Strands	Elements
AO1	<ul style="list-style-type: none"> <i>Identify and interpret explicit and implicit information and ideas</i> 	1 – Identify and interpret explicit and implicit information and ideas	1a – Identify explicit information
			1b – Identify explicit ideas
			1c – Interpret implicit information
			1d – Interpret implicit ideas
	<ul style="list-style-type: none"> <i>Select and synthesise evidence from different texts</i> 	2 – Select and synthesise evidence from different texts	2a – Select evidence from different texts
			2b – Synthesise evidence from different texts

Assessment Objective		Strands	Elements
AO2	<i>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</i>	N/A	1a – Comment on, explain and analyse how writers use language, using relevant subject terminology to support their views
			1b – Comment on, explain and analyse how writers use structure, using relevant subject terminology to support their views
			1c – Comment on, explain and analyse how writers achieve effects, using relevant subject terminology to support their views
			1d – Comment on, explain and analyse how writers influence readers, using relevant subject terminology to support their views

Assessment Objective		Strands	Elements
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	N/A	1a – Compare writers' ideas across two or more texts
			1b – Compare writers' perspectives across two or more texts
			1c – Compare writers' ideas, as well as how these are conveyed, across two or more texts
			1d – Compare writers' perspectives, as well as how these are conveyed, across two or more texts

Assessment Objective		Strands	Elements
AO4	Evaluate texts critically and support this with appropriate textual references	N/A	<i>The AO is a single element</i>

Assessment Objective		Strands	Elements
AO5	<ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts 	1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	1a – [Write] for different forms, purposes and audiences
			1b – Communicate clearly, effectively and imaginatively
			1c – Select and adapt tone, style and register
		2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	2a – Organise information and ideas
			2b – Use structural and grammatical features
			2c – [Write] to support coherence and cohesion of texts

Assessment Objective		Strands	Elements
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	N/A	<i>The AO is a single element</i>