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# **GCSE MARKING SCHEME**

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**SUMMER 2022**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 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 - UNIT 2

### SUMMER 2022 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. What is the vision of the RNLI?** [1]

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

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

To end preventable loss of life at sea.

**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.*

The RNLI has saved over 142,700 lives since 1824.

Around the world 320,000 people drown every year.

RNLI staff are expected to be trustworthy and courageous.

The RNLI is independent from the government.

The RNLI is a part of the Coastguard.

✓

**A3. What did the RNLI dedicate 53% of its charitable spending to in 2018?** [1]

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

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

Lifeboats, property and equipment.

**A4. What does this text say which shows that the RNLI still has important work to do?** [3]

*This question tests the ability to interpret meaning, ideas and information and to refer to evidence within texts.*

Award one mark for any of the following points up to a maximum of **three marks**:

- there is still significant loss of life in the UK and Irish waters/'150 people still lose their lives in UK and Irish waters annually'
- globally massive numbers of people drown each year/around the world '320,000 people drown'
- work on prevention is ongoing/exploration of 'vision'
- spending exceeds income/work to be done re fundraising

## TEXT B

- A5. What does the text mean when it refers to a ‘rare chance to get aboard Tenby’s lifeboat’?** [1]

*This question tests the ability to interpret meaning.*

Award **one mark** to those who explain that the chance to go onto Tenby’s lifeboat doesn’t happen very often/is unusual.

Reward valid alternatives.

- A6. List two things it is possible to do at the open day between 10.00am and 4.30pm.** [2]

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

Award **one mark** for any of the following answers up to a total of **two** marks:

- get/experience free admission
- go onboard Tenby’s lifeboat
- meet crew members
- learn about the lifeboat’s technology
- buy souvenirs/go to station shop
- buy ‘The History of Lifeboats’

- A7. What is meant by the phrase ‘vantage point’ in this text?**  
Tick (✓) the correct box. [1]

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

A photograph gallery.

A position that gives a good view.

An act of courage.

The name for part of a castle.

☐
✓
☐
☐

## TEXT C

- A8. Write down one way in which members of the public have reacted to criticism of the RNLI. [1]**

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

Award no more than **one mark** for any of the following:

- cancelled donations
- pledged to increase support

- A9. Explain why some MPs were concerned about the RNLI's international work. [2]**

*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 points up to a maximum of **two marks**:

- they did not think the British public would be 'aware' that they were donating to projects abroad/British public being misled
- Andrew Bridgen thought such projects should be supported from the 'government's international aid budget' rather than by RNLI donations

**TEXT D**

- A10. What does the text mean when it describes the charity's website as having 'a month's worth of traffic in a few days'?** [1]

*This question tests the ability to interpret meaning.*

Award **one mark** to those who explain that the website has been accessed/visited/viewed as many times in a few days as it would normally be during a month/busier than usual.

Reward valid alternatives.

**A11. Synthesise what is said in Text C and Text D about RNLI's international work.**  
[10]

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

Give 3-4 marks to those who identify and give straightforward comments on some examples from the texts.

Give 5-6 marks to those who explain a number of different examples, using information from the texts.

Give 7-8 marks to those who make accurate comments about a range of different examples, using information from the texts.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of different examples from the texts.

Details candidates may explore or comment on could be:

**Text C**

- international expenditure rose from £1.3m to £3.3m over 5 years
- international expenditure accounts for 2% of overall spending
- provides Tanzanian women and girls with swimsuits
- offers child creches in Bangladesh
- it has caused some members of public to cancel donations/increase support
- Andrew Bridgen thinks RNLI is not the right place for support to come from
- RNLI reports international work on website and in annual reports

**Text D**

- international work has received negative press (which has encouraged more donations/support)
- international work is 'central to its mission'/ they want to 'save lives everywhere'
- they want to raise awareness/concerned at lack of knowledge ('the public do not know about the large number of people drowning'/ '320,000 people drown'/ 'leading killer of children over the age of one')
- it is necessary 'Only a few organisations are trying to do something about global drowning'
- have been working in places such as Bangladesh and Mozambique since the 1970s/work is historical
- now focusing on prevention – 'who is drowning and how it can be prevented'/ 'helped fund creches'/ '30,000 taught to swim'
- gets results 'really works'
- only spent 2% of their funds on overseas projects

**Overview**

Both mention international work has been criticised

Reward valid alternatives.



## TEXT E

**A12. What does the writer imply with the phrase ‘cresting a huge breaking wave’ in the first paragraph?**

**Tick (✓) the correct box.**

**[1]**

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

The boat is moving at the top of a huge wave

The boat is being pushed into a huge wave

The boat is moving beneath a huge wave

The boat is being pulled along by a huge wave

**A13. What impressions does the writer create of the lifeboat crew?****[10]**

*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 supported by straightforward textual references.

Give 5-6 marks to those who begin to show some understanding and support their work with appropriate textual references. Candidates begin to make inferences.

Give 7-8 marks to those who make accurate comments about a range of impressions supported by well-selected textual references. Candidates show awareness of the writer's use of language and are able to make inferences.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of impressions supported by convincing, well selected examples and purposeful textual references. Candidates show increased awareness of the writer's use of language and make clear and sustained inferences.

Details candidates may explore or comment on could be:

- 'doing eighteen knots' extreme risk/quick response
- 'her crew edged her between Bacon Ledge and the wall' suggesting precision/skill
- they are well-trained – experience 'careful training'
- they make sacrifices – loved ones left behind
- experience great danger – scale of loss (In 1886 'twenty-seven' died saving 'twelve survivors')
- they give 'their lives to save others'/selfless/morally motivated
- a sense of modesty/pragmatism 'it's not very nice so we don't dwell on it'
- courageous/don't deserve to have their courage questioned/brave
- they feel great reward from saving people 'when you see the look on a person's face...it's all worthwhile'
- they are just men – experience fear, seasickness the same as anyone else
- they value life – 'it's to be cherished'
- there is an emphasis on the feeling of reward – he repeats this
- they possess skills others don't – 'skill'/'knowledge'/'experience' that 'no one else has'
- they care/compassionate
- respected/worthy of respect – deserve praise

#### Overview

- there is the sense they are dedicated and heroic but normal
- contrast between her shameless lust for a story and their heroism

#### 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 paragraph below and then answer the questions that follow:**

**Mark looked .....(1)..... the horizon with growing unease. The storm was definitely getting closer .....(2)..... he knew that her boat had not yet returned.**

(a) Circle the word below that best fits gap (1):

- A) in                      B) around                      C) towards                      D) before                      [1]

(b) Circle the word below that best fits gap (2):

- A) but                      B) between                      C) instead                      D) likewise                      [1]

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

The wave took them by surprise but they ..... it off and decided to head back to shore, just as another wave ..... toward them.

dried...wet

shrugged...walked

bounced...crashed

laughed...rolled

✓

**A16. Read the text below and show your understanding by answering the questions that follow:**

1. She was able to confirm that she had got into difficulties after her boat capsized.
2. Speaking from her hospital bed, Jenny Weston said she was grateful to be alive.
3. Later her family issued a statement offering their sincere gratitude to the Coastguard and RNLI volunteers for their outstanding efforts in finding Jenny.
4. A yachtswoman has been rescued after spending 24 hours in the ocean.
5. The 32-year-old woman was picked up by a coastguard helicopter, 17 miles off the Atlantic coast.

(a) Which sentence should come **first** 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]  
3

A yachtswoman has been rescued after spending 24 hours in the ocean. The 32-year-old woman was picked up by a coastguard helicopter, 17 miles off the Atlantic coast. Speaking from her hospital bed, Jenny Weston said she was grateful to be alive. She was able to confirm that she had got into difficulties after her boat capsized. Later her family issued a statement offering their sincere gratitude to the Coastguard and RNLI volunteers for their outstanding efforts in finding Jenny.

## SECTION B: 40 marks

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

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

The Royal **Nacional** Lifeboat Institution (RNLI) **have** announced it will be making redundancies as it tries to cut costs. It has explained that this is **neccessary** in response to an income shortfall as donations from legacies have reduced. However, demand for **it's** services rose to a record level with lifeboats being **lawnched** 8,974 times in the UK and Ireland last year.

1. National
2. has
3. necessary
4. its
5. launched

**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 an occasion when you, or someone you know, showed courage.

**Or,**                    (b)    Emergency and rescue services, such as the RNLI and Air Ambulance do amazing work to save lives.

Write an essay on the importance of emergency and rescue services, 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 (17-20 marks)	<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 (13-15 marks)	<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 (13-16 marks)	<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 (10-12 marks)	<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 (9-12 marks)	<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 (7-9 marks)	<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 (5-8 marks)	<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 (4-6 marks)	<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 (1-4 marks)	<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 (1-3 marks)	<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