



GCSE MARKING SCHEME

AUTUMN 2017

**GCSE
ENGLISH LANGUAGE – UNIT 3**

3700U30-1

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

*In the **separate Resource Material** there are five texts on the theme of 'Sleep' labelled Texts A-E. Read each text carefully and answer all the questions below that relate to each of the texts. Additional answer pages are available at the back of this booklet should you require them.*

Text A

- A1. For how many hours a day should a pre-school child sleep? [1]**

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

Award **one** mark for:

11-12 hours a day

- A2. How many deaths are caused in the United Kingdom each year due to people falling asleep while driving? [1]**

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

Award **one** mark for:

(At least) 300

- A3. Which of the following definitions best describes the phrase, 'chronic sleep debt'? [1]**

This question tests the ability to interpret meaning.

Award **one** mark for:

when a serious amount of sleep has been missed

TEXT B

- A4. Tick the box that best describes the purpose of this text. [1]**

This question tests the ability to understand and recognise the purpose of texts.

Award **one** mark for:

Educational use

- A5. During which type of sleep is there no eye movement or muscle activity? [1]**

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

Award **one** mark for any of the following:

Deep sleep

- A6. Text B describes the different stages of a regular sleep cycle. Put these stages in order by numbering each of the stages below from each section.**

The second stage has been completed for you. [3]

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

Award up to a maximum of **three** for the following correct answers:

- The latter stage of sleep is known as the REM period where breathing becomes more rapid, heart rate increases and blood pressure rises. 4
- Deep sleep, there is no eye movement or muscle activity 3
- Drifting off to sleep and can be awakened easily. 1

TEXT C

A7. Explain how irregular sleep patterns can affect teenagers in school. [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 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 may simply identify some facts and/or evidence.

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

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 may comment on the following:

- When asleep important body functions and brain activity occur which are essential for learning
- Skipping sleep can be harmful – can limit your ability to learn/concentrate
- Appearance can be affected (acne) which may cause image issues at school
- Mood is affected – emotional/aggressive
- Lack of sleep impacts on vital relationships which are essential at school
- Marks are damaged
- Sport performance can be impaired

Overview

- Performance, behaviour and mental well-being is affected
- Reward any credible comments that link the effects of a lack of sleep to school.

A8. Explain what is meant by the phrase, “treatable sleep disorder”. [1]

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

Award **one** mark for an explanation that covers the following:

Candidates must explore the notion of “treatable” – i.e. curable and this should be linked to the idea that illnesses which cause a lack of sleep can be cured, healed or fixed.

TEXT D

A9. How does Text D try to persuade people that oversleeping can be dangerous? [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 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 different examples from the text persuade, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Examples support comments effectively.

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 achieve effects and influence the reader. Carefully selected examples are used accurately to support comments.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from the text persuade, and provide analysis of how language and techniques are used to achieve effects. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of relevant linguistic terminology supports comments effectively.

Details candidates may explore or comment on:

- Title – 'Oversleeping is dangerous and the use of a 'warning colour'
- Experts recommend 7-9 hours sleep each night (anything else can be dangerous)
- The writer explores why people sleep too much which is often linked to medical conditions
- Uses red titles and a question to help us locate relevant information
- Tone is friendly and factual rather than critical
- Subheadings inform that there are medical problems linked to oversleeping
- Lists a wide range of medical problems to show that there are numerous issues
- Clear link to diabetes and oversleeping 'risk' associated with danger
- Obesity directly linked to oversleeping (use of statistic '21%' shows significant impact)
- Oversleeping on weekend/holidays can cause head pain/damage the brain
- Dispels myths – like going to bed with back pain
- Increased risk of heart disease – shocking statistic in relation to women
- Gives advice on how to avoid oversleeping – presents benefits of not oversleeping
- Repetition of advice ('seven and nine hours'/'seven to eight hours' are ideal)
- Language used "serious...extreme...damaging...shocking..."

TEXT E

A10. Which of the following can cause teenagers to take longest to fall asleep? [1]

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

Award **one** mark for:

total daytime screen use of more than four hours

A11. The writer tells us that media use is “detrimental to a teenager’s sleep”. Which of the following definitions best describes what “detrimental” means? [1]

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

Award **one** mark for an explanation that covers the following:

Something that causes harm or damage

A12. Summarise why teenagers should limit their screen time to help them get the sleep they need. [4]

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 four**.

- Screen time linked to sleep problems
- For better mental health
- To feel rested/to stop them feeling tired
- To stop them being moody
- So they get to sleep more quickly

A13. Compare what the writers of Texts D and E say about what a person should do to get a healthy amount of sleep. [10]

This question tests the ability to interpret themes, meaning, ideas and information in a range of texts and comparing and evaluating the information.

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

Give 1-2 marks to those who identify basic similarities and differences. These answers may be unselective. Answers may fail to identify texts/writers. May struggle to engage.

Give 3-4 marks to those who identify and give a straightforward description of the similarities and differences between the texts. These answers may be based on surface details.

Give 5-6 marks to those who identify a number of similarities and differences across the two texts, and make some comparisons. The information will be collated from both texts but may not be equally balanced.

Give 7-8 marks to those who make detailed comparisons with valid comments on the similarities and differences between the two texts. The information will be appropriately collated and will contain a range of relevant points from each text.

Give 9-10 marks to those who make comparisons that are sustained and detailed, showing clear understanding of the similarities and differences between the two texts. The information will be effectively collated.

Some areas to explore:

Text D

- Only sleep for 7-9 hours/practice good sleeping habits
- Do not oversleep
- Avoid watching TV late at night and then oversleeping
- Avoid the use of substances, e.g. alcohol/caffeine/prescription medicines
- Keep the same bedtimes and waking times each day
- Take regular exercise
- Make your bedroom a comfortable environment

Text E

- Establish guidelines for sleep
- Ban TVs from bedrooms
- Not use a computer or MP3 player at least an hour before bedtime
- Not use any devices for more than 4 hours a day
- Not use multiple devices
- Restrict media use in general

Overview:

- Text E is solely focused on avoiding screen time/ Text D has wider views
- Both agree that TV watching at bedtime should be restricted

SECTION B (40 MARKS)

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

- B1. Teenagers spend too much time on their gadgets and not enough time sleeping. Write a lively article for your school or college magazine giving your views on this topic.**

Write your article.

[20]

- B2. Text D mentions that “regular exercise is important”. Write a leaflet to persuade young people that it is important to be active.**

Write your leaflet.

[20]

Task Specific Guidance

- B1. Teenagers spend too much time on their gadgets and not enough time sleeping. Write a lively article for your school or college magazine giving your views on this topic. [20]**

Purpose: To produce a piece of argumentation

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 argumentation writing may include some of the following:

- clear understanding of format/task
- sustained sense of register
- clear and coherent viewpoint which is sustained throughout the writing
- logical structure
- cohesive writing with relevant materials linked effectively
- range of appropriate and well-selected details
- well controlled and accurate
- clear sense of direction and purpose
- sustained ambition demonstrated through language/tone/devices/expression

Less successful argumentation writing may be characterised by some of the following:

- limited awareness of the audience/reader
- limited awareness of task/format
- content is thin/brief/lacking in substance
- struggle to develop ideas/opinions
- few ideas evident/ideas may be generalised
- writing lacks control and there may be a tendency to simple assertion
- limited sense of direction and purpose will be evident
- simplistic in style and structure
- errors may be basic and/or numerous

Task Specific Guidance

B2 **Text D mentions that “regular exercise is important”. Write a leaflet to persuade young people that it is important to be active.** [20]

Purpose: To produce a piece of persuasive writing

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 persuasive writing may include some of the following:

- clear understanding of format/task
- sustained sense of register
- clear and coherent ability persuasion sustained throughout the writing
- logical structure
- cohesive writing with relevant materials linked effectively
- range of appropriate and well-selected details
- writing will be well controlled and accurate
- clear sense of direction and purpose
- sustained ambition demonstrated through language/tone/devices/expression

Less successful persuasive writing may be characterised by some of the following:

- limited awareness of the audience/reader
- limited awareness of task/format
- content is thin/brief/lacking in substance/persuasion
- struggle to develop ideas/opinions
- few ideas evident/ideas may be generalised
- lacks control and there may be a tendency to simple assertion
- limited sense of direction and purpose
- simplistic in style and structure
- errors may be basic and/or numerous

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 to use punctuation Some spelling is accurate Control of tense and agreement is limited Limited command of grammar |
| 0 marks | Nothing worthy of credit | | |