



---

# **GCSE MARKING SCHEME**

---

**AUTUMN 2020**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2020 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.

## WJEC GCSE ENGLISH LANGUAGE - UNIT 2

### AUTUMN 2020 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. How many types of insect are there in the UK? [1]**

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

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

27,000

**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.*

An invertebrate is an animal with a backbone.

**A3. List two facts that you learn about insects. [2]**

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

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

- they have six legs
- they have three body sections (head, thorax, abdomen)
- they have a pair of antennae
- they have compound eyes
- most have wings
- they have a three or four stage life cycle
- there are 27,000 types of insect in the UK
- an insect is an invertebrate
- an insect is an arthropod

## TEXT B

**A4. Read the first paragraph.**

**What insect-related foods do people in the UK eat? [2]**

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

Award **two** marks for any of the following explanations, up to a **maximum of 2 marks**:

- we eat honey which is produced by bees
- we use pink/purple food colouring which is made from cochineal bugs
- we eat flour which has insect fragments in it

**A5. What is meant by the use of the word ‘efficient’ in the third paragraph?**

**Tick (✓) the correct box. [1]**

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

accomplishing things quickly

being a well organised and competent administrator

achieving great productivity with little wasted effort

something that feeds on an endless array of foods


## TEXT C

**A6. Explain why eating crickets may not be the answer to the world’s food problems. [3]**

*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 any of the following points up to a maximum of **three marks**:

- only crickets raised on ‘grain’ are viable as food but this takes up ‘huge’ resources
- research gave ‘disappointing results’ / grain fed crickets only ‘slightly’ more efficient than chicken / food waste fed crickets ‘no more efficient’
- swapping crickets for chickens won’t make any difference
- will only be ‘effective’ if crickets’ diet different to ‘livestock’

**A7. Compare what the writers of Text B and Text C say about the possible benefits of eating insects. [10]**

**You must make it clear from which text you get your information.**

*This question tests the ability to interpret themes, meaning, ideas and information in a range of texts and compare and evaluate 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 differences/similarities between the two texts.

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

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

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

Give 9-10 marks to those who make detailed and sustained comparisons/contrasts with valid comments on the similarities/differences between the two texts.

Details candidates may explore or comment on could be:

**Text B**

- they taste nice ('surprisingly delicious') several examples given
- they can be a great snack (Mexican chappulines a 'fantastic' snack/so are 'fat-bottomed ants')
- eco-friendly / more efficient than current food/beef cattle
- readily available and/or 'highly prized' elsewhere in the world 'past the cosy borders of the UK'
- they are healthy – little fat, lots of protein, iron and calcium
- they are the future – might as well get used to it/adjust now
- they are cheap to produce
- could offer poorer countries an income by exporting them
- in the future could be a 'more appropriate' protein source

**Text C**

- seen as 'solution to eventual protein shortage' / 'future of food' / 'way to feed 9 billion people'
- UN promotes as 'protein-packed' way to live
- UN states that they can be 'reared sustainably on organic waste'
- insects have a 'comparatively tiny ecological footprint'
- more likely to be beneficial if it does not rely on a diet that 'competes with conventional livestock'/offers alternative animal protein

Reward **valid** alternatives.

## TEXT D

**A8. What percentage of the world's wild flowers do bees pollinate? [1]**

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

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

90%

**A9. Write down two ways in which bees medically help human beings. [2]**

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

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

- bee sting/API therapy can be used to treat arthritis
- honey has been used as an antibiotic to help burns
- honey can relieve a sore throat

**A10. What does the text mean when it states that 'one-third of our total diet is dependent on insect-pollinated plants'? [1]**

*This question tests the ability to interpret meaning.*

Award **one mark** to those who explain that we rely on plants that are pollinated by insects for a third of our food/nutritional requirements.

Reward **valid** alternatives.

## TEXT E

**A11. What is meant by the use of the word 'debris' in line 14? Tick (✓) the correct box. [1]**

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

cleaning materials

important pieces of wall

scattered pieces of rubbish

building materials


**A12. What impressions does the writer create of Flora 717's arrival and first few hours in the world? [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 analyse the writer's use of language and make clear inferences.

Details candidates may explore or comment on could be:

- it was physically uncomfortable 'the cell squeezed her'/'frantic twisting' etc
- it was unpleasant 'hot and fetid'
- it was painful 'all the joints of her body burned'
- she had to struggle to achieve initial gain 'one wall felt weaker'
- it was violent 'kicked'/'forced'/'tore'/'bit' to create 'jagged hole'
- the world was an 'alien world' – unexpected and unfamiliar
- she felt a sensory assault 'static roared'/'vibration' / 'a thousand scents'
- she had to calm herself down 'all she could do was breath'
- she was in a place with other new bees 'Arrivals Hall'
- she had already been identified as 'a worker'
- she knew her first task without being told 'she set about cleaning out her cell'
- her 'violent struggle' to hatch was perhaps not typical her neighbours were 'neater'
- she 'followed' the example of other bees immediately
- many more new bees continued to arrive around her

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.*

**A13.** Read the paragraph below and then answer the questions that follow:

**Jonathan ...(1)... the article on insect repellents with interest. He remembered only too well how painful insect ...(2)... could be.**

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

- (A) saw
- (B) read
- (C) had
- (D) consumed

(b) Circle the word below that best fits gap (2): [1]

- (A) flies
- (B) bites
- (C) teeth
- (D) injuries

**A14.** Tick (✓) the box of the sentence which is grammatically correct. [1]

I cannot hardly believe that this is good for you.

I can hardly believe that this was good for you.

I cannot hardly believe that this was good for you.

I cannot believe that this is good for you.


**A15.** Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow:

1. Owen needed a course of antibiotics to fight the infection.
2. Owen was doing some gardening when he was bitten by a horse fly.
3. Over the next few days his hand became pink and swollen.
4. He decided to visit his doctor who explained that his hand was infected.
5. At first, he just put on some antiseptic cream and carried on gardening.

(a) Which sentence should come **fourth** 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]

1

## 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 Emperor Dragonfly is a large and beautiful dragonfly which can be saw in the UK in the summer months. It is mostly found near water. The female lays her egg's in floating pondweed. The Emperor Dragonfly flies quite high to look for other insects, such as butterflies, to pray on. Male Emperor Dragonflies are pale blue, with an apple green thorax and a black stripe running the length of the body. Females' are similar, but not as bright in colour.

1. beautiful
2. seen
3. eggs
4. prey
5. Females

**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 did something for the first time.

**Or,** (b) "It's time for us to start making some changes. Let's change the way we eat, let's change the way we live, and let's change the way we treat each other." Tupac Shakur

Write an essay on the subject of change, giving clear reasons and examples.

**B2 Assessment Criteria**

<b>Band</b>	<b>Communicating and organising (meaning, purpose, readers and structure)</b>	<b>Band</b>	<b>Writing accurately (language, grammar, punctuation and spelling)</b>
<b>5</b> <i>(17-20 marks)</i>	<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>	<b>5</b> <i>(13-15 marks)</i>	<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>
<b>4</b> <i>(13-16 marks)</i>	<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>	<b>4</b> <i>(10-12 marks)</i>	<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>
<b>3</b> <i>(9-12 marks)</i>	<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>	<b>3</b> <i>(7-9 marks)</i>	<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>
<b>2</b> <i>(5-8 marks)</i>	<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>	<b>2</b> <i>(4-6 marks)</i>	<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>
<b>1</b> <i>(1-4 marks)</i>	<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>	<b>1</b> <i>(1-3 marks)</i>	<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 punctuation</li> <li>Some spelling is accurate</li> <li>Control of tense and agreement is limited</li> <li>Limited command of grammar</li> </ul>
<b>0 marks</b>	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