



GCSE MARKING SCHEME

AUTUMN 2021

**GCSE
ENGLISH LANGUAGE - UNIT 3
3700U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2021 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 3**AUTUMN 2021 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.

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SECTION A: 40 marks

TEXT A

A1. What is the name for a baby hedgehog? [1]

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

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

Hoglet

A2. On average, how many spines does each hedgehog have? [1]

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

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

(Around) 5,000

A3. European hedgehogs 'hibernate throughout winter'. What is the meaning of the word 'hibernate'? 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:

To remain inactive during the winter.

TEXT B

- A4. Text B shows how to rescue a troubled hedgehog. Put these stages into the order which best shows the steps to take when rescuing a troubled hedgehog. Number the steps below. [3]**

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

Allow one mark for each of the following to a maximum of **three marks**.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Heat - If the hedgehog feels cold to the touch when you pick it up, provide heat by covering it with a towel or fleece. | 2 |
| House - Place it in a deep box or cat basket that it can't escape from. Put some newspaper down first to soak up any accidents. Don't forget some air holes in the box so it can breathe. | 3 |
| Get advice - Contact your local RSPCA. You can take injured hedgehogs to your local vet who will provide emergency treatment free of charge. | 4 |

- A5. Who will provide emergency treatment for an injured hedgehog? [1]**

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

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

A (local) vet.

TEXT C

- A6. What equipment did the writer attach to the hedgehogs to monitor their movements?** [1]

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

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

Miniature transmitters.

- A7. Explain why hedgehogs are a ‘gardener’s best friend’.** [1]

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 explanations up to a maximum of **one mark**:

- they consume unwanted garden pests therefore gardeners like them
- they stop garden pests from destroying plants and crops as they eat the pests

- A8. In the third paragraph, the writer tells us that the hedgehogs’ natural habitat has been ‘obliterated’. Select the definition from the list below that best describes the meaning of ‘obliterated’. 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:

Their numbers are being wiped out.

A9. How does the writer try to persuade us that hedgehogs should be protected? [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 and begin to comment on some examples of content that are persuasive, but 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 will simply identify some facts and/or evidence.

Give 5-6 marks to those who explain how a number of different examples from the text try to persuade, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Carefully selected examples support comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples from the text try to persuade, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Carefully selected examples are used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from the text try to persuade. Analysis of how language and techniques are used to achieve effects and influence the reader will be evident. Subtleties of the writer's techniques are explored in relation to how the reader is influenced. Convincing, well selected examples are used accurately to support comments effectively.

Candidates may explore or comment on:

- refers to them as 'heroes' suggesting they are worthy/valued
- makes himself appear like an expert therefore we are encouraged to trust his view
- the close encounter makes it appear like they are trusting/wild/vulnerable and need protection
- they are wild creatures and should be allowed to thrive in the wild
- tells us that they are 'beautiful' and 'mysterious'
- they are considered to be endangered 'Biodiversity Action Plan...'
- their population has been decimated in recent years '30% since 2002'
- tells us it is a 'huge' problem
- they help remove unwanted garden pests/are valuable/'gardener's best friend'
- tells us that we 'need them'
- their habitat has been destroyed by us 'obliterated'
- tells us that our countryside is sick – it must support its wildlife
- gives advice on how to attract and help them
- tells us to avoid insecticides/poisons
- tells us how relaxing it can be watching them
- they are good for positive mental health
- they make us feel better about ourselves
- tells us to protect them and not add to their 'struggles'

Method:

- a wealth of positive language to describe them but there is a real tone of doom and potential tragedy if we do not protect them 'obliterated' 'decimated' 'destroyed'
- repeats the word 'love' and the notion that they ought to be protected
- balances the wonder of the creature with its potential extinction

Reward valid alternatives.

TEXT D

- A10. Summarise what you can do to limit the chances of harming a hedgehog on Bonfire Night.** [5]

This question tests the ability to summarise information.

Award one mark for each of the following areas summarised in the candidate's own words, to a maximum of **five marks**.

- build a fire on the day when it will be lit
- if building in advance, use wire or tyres to keep hedgehogs out
- always check a wood pile before lighting
- never use a spade or fork
- only light one side of the fire so any trapped hedgehogs can escape
- avoid using petroleum or firelighters
- (if rescued) never give them cow's milk

- A11. Write down one reason why you might need to call The British Hedgehog Preservation Society.** [1]

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

Award one mark for any of the following to a maximum of **one mark**.

- if you spot a hedgehog during the day
- if you suspect it has been orphaned
- if the animal looks particularly small
- if it looks like it might need medical care
- for further advice about hedgehogs
- to get the number of local contacts

TEXT E

- A12. Peter Smith is a ‘natural history crusader’. Which of the following definitions best explains the meaning of the word ‘crusader’? 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:

Someone with strong beliefs who is determined to change something.

- A13. Where do hedgehogs build their nests? [1]**

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

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

Hedges

- A14. Give two reasons why it can be difficult for hedgehogs to get food. [2]**

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

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

- chemical treatments/pesticides kill off the food/creatures they eat
- badgers tend to consume the food hedgehogs eat when habitats are threatened
- urban developments make search for food difficult/less space so less food

A15. Synthesise the information in Text D and Text E to show the dangers faced by hedgehogs. [10]

This question tests the ability to synthesise information effectively from more than one text, interpret themes, meaning and ideas in a 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 limited examples. These candidates may limit themselves to one text only.

Give 3-4 marks to those who simply identify or give straightforward comments on some examples.

Give 5-6 marks to those who present a number of different examples from across both texts. These answers may begin to collate details effectively.

Give 7-8 marks to those who accurately select a range of different examples from both texts. The answer will begin to collate details effectively.

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

Candidates may synthesise the following:

Text D:

- bonfires/Bonfire Night
- spades/forks (garden tools) used to try and save them
- hedgehogs become tangled in wire
- hedgehogs poisoned by firefighters and petrol
- cow's milk
- being too small to survive hibernation

Text E

- chemicals and pesticide treatments
- loss of hedges/habitats
- threat of badgers (competing for food and as predators)
- urban development
- roads and traffic
- climate change and/or disease

SECTION B (Writing): 40 marks

B1. *In this section you will be assessed for the quality of your **writing** skills.*

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200-300 words.

Choose **one** of the following for your writing:

Either,

(a) 'We have enough problems in the world without worrying about animals.'

Write an article for the school or college magazine giving your views on this statement.

Write your article. [20]

Or,

(b) You would like to raise some money for an animal charity. Write a talk for your classmates persuading them to donate to your chosen charity.

Write your talk. [20]

B1 and B2 Assessment criteria

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 (9-10 marks)	<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 (9-10 marks)	<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 (7-8 marks)	<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 (7-8 marks)	<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 (5-6 marks)	<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 (5-6 marks)	<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 (3-4 marks)	<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 (3-4 marks)	<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 (1-2 marks)	<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 (1-2 marks)	<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		