

GCSE

ENGLISH LANGUAGE

UNIT 3 MARK SCHEME

**Reading and Writing: Argumentation, Persuasion and
Instructional**

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 does the word “by” mean in example 2? [1]

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

Award **one** mark for:

d) before the age of 35

- A2. Which weather event poses the most risk to a person’s safety? [1]

This question tests the ability to use deduction skills to retrieve information and to refer to evidence within texts.

Award **one** mark for:

Tornado

- A3. Which form of transport poses the least risk to a person’s safety? [1]

This question tests the ability to use deduction skills to retrieve information and to refer to evidence within texts.

Award **one** mark for:

U.S. commercial jet airline

TEXT B

- A4. Put these instructions in the order that they would best be completed. The first one has been done for you: [3]

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

1. Establish a committee to handle health and safety.

Award **one** mark for each of the following in the correct order, **to a maximum of three**:

2. Create your health and safety policy
3. Conduct risk assessments
4. Keep a record of any incidents

TEXT C

- A5. 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:

- c) Occupational use

Whilst the content of this text is about education, its purpose is not 'educational'; it is a report for educationalists relating to their jobs.

- A6. **In your own words**, summarise **five** main reasons in this report why pupils are being taken on fewer school trips and activities. [5]

This question tests the ability to synthesise and summarise information.

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

- There is lots of form filling to be done before a trip ("paperwork")
- The volume of preparation that is required ("100 hours of planning")
- Teachers have to complete "risk assessments" and think about all the things that could go wrong
- The cost of teachers' time in preparing for trips is expensive ("costs that are passed onto pupils")
- Teachers are worried that they could be taken to court if something goes wrong ("fears of litigation")
- Teachers are concerned that they are responsible for everything on a trip ("if something were to go wrong I would be held accountable")
- There is more pressure on preparing students for examinations and therefore "less time actually available" for taking trips

Where candidates have exclusively copied chunks of the text as their response, no marks are to be awarded.

TEXT D

- A7. Find and copy **two** facts from this text about engine failure. [2]

This question tests the ability to distinguish between facts or evidence and opinions, bias and argument.

Award **one** mark for each of the following correctly identified, **to a maximum of two**:

- Pilots often go a full career without ever experiencing an engine failure.
- Airplanes can fly safely to their destination if one engine fails.
- If all engines were to stop at cruising height (35,000 feet) an aircraft can glide for 30 minutes before it lands on the ground.

A8. How does this text try to persuade the reader that flying is safe? [5]

Refer to the language used by the writer to influence the reader.

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 mark 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 2 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 3 marks to those who explain how a number of different examples from the text persuade, and begin to show some understanding of how language and techniques are used to achieve effects and influence the reader. These responses will begin to use relevant linguistic terminology accurately to support their comments.

Give 4 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 are used to achieve effects and influence the reader. Carefully selected examples are used accurately to support comments effectively.

Give 5 marks to those who make accurate and perceptive comments about how a wide range of different examples from the text persuade, and provide detailed analysis of how language and technique are used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate examples support comments effectively.

Details candidates may explore or comment on could be:

- The reader is reassured by the pilots being described as “professionals”
- Pilots are shown to be working hard to assure the safety of passengers – “strive”
- Further reassurance is given in knowing that pilots have to undergo “rigorous psychological tests” that mean the tests are difficult and will eliminate anyone unsuited to the challenges of the job
- Very few pilots experience engine failure in their entire careers
- Even if something goes wrong like one engine failing, aircraft can “fly safely”
- Aeroplanes can “maintain full functionality” even if a bird flies into the engine

Overview:

- The language is positive and reassuring: “professional”, “safely”, “full functionality”
- There is extensive testing of both pilots and aircraft
- The tone is light-hearted / intended to reassure – “Nice people, but boring :)”
- There are lots of facts and evidence to suggest that these claims are irrefutable

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

TEXT E

- A9. Select **one** reason from the list below that best explains why the writer quotes Dr Mike Esbester? [1]

This question tests the ability to use deduction skills to retrieve information and to refer to evidence within texts.

Award **one** mark for:

- a) he is a qualified expert

Whilst Dr Mike Esbester is from the University of Portsmouth this is not a valid reason for quoting him without an understanding that he is an expert in this field.

- A10. How does Nicola Barry try to convince her readers that health and safety officials are “stupid and petty”? [10]

Refer to the language and structure used by the writer in your response.

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 1-2 marks to those who identify and begin to comment on some examples presented in the text about health and safety officials, 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 the writer’s views about health and safety officials. These responses will provide some simple understanding of examples from the text that show the writer’s views.

Give 5-6 marks to those who explain how a number of different examples from the text convey the writer’s views, and begin to show some understanding of how language and tone are used to achieve effects and influence the reader. These responses will use relevant textual examples accurately to support their comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples from the text convey the writer’s views, and begin to analyse how language and tone are used to achieve effects and influence the reader. Carefully selected textual references are used 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 that convey the writer’s views, and provide detailed analysis of how language and structure are used to achieve effects and influence the reader. Subtleties of the writer’s technique are explored in relation to how the views are presented. Well-considered, accurate use of textual references supports comments effectively.

Details candidates may explore or comment on could be:

- H&S officials go too far in their job / they are “overzealous”
- She implies their desire to “protect us from life’s knocks and bruises” is unnecessary
- She thinks they make themselves makes them look stupid and petty but being overly protective
- She cites some of activities she considers to be harmless that have been “outlawed” by “some idiot from health & safety”
- She refers to them as ‘jobsworths’
- She thinks they are unlike other people as they are “difficult to comprehend”
- She thinks that they are only concerned with insignificant rules – “petty regulation”
- She feels that these officials are “people with very little authority” but they think they are more important than they are.
- She believes they take great pleasure (“relish”) in using what little authority they have
- She thinks that these officials will never amount to anything better – “only power they are ever likely to enjoy”
- She suggests they are uninteresting people by accusing them of having “dull little lives”
- She implies they are rude – “sticking their noses in...”

Overview:

- She is dismissive of them and their endeavours to protect

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

TEXT F

- A11. Both **Texts E and F** are about health and safety. Compare the following:
- the writers' attitudes to health and safety;
 - how they get across their arguments.
- [10]

This question tests the ability to analyse and respond to texts and their subtexts, using inference and deduction and linking ideas within or across texts.

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

Give 1-2 marks to those who identify basic differences.

Give 3-4 marks to those who identify and give a straightforward description of the different attitudes.

Give 5-6 marks to those who identify the differences and make some comparisons, commenting on how the writers' attitudes are conveyed.

Give 7-8 marks to those who make detailed comparisons, with valid comments on how the writers convey their attitudes.

Give 9-10 marks to those who make comparisons that are sustained and detailed, showing clear understanding of how the writers convey their attitudes.

Details candidates may explore or comment on could be:

- evidence for arguments (both cited professional expertise)
- differing tone (Barry – incredulous; Townsend – reasonable)
- language content (“over-cautious” / “mutilations and disability and death”;
- sense of audience (effect on language choices – Barry’s rhetorical questions; Townsend’s sense of unity “We all know of some manager...”)
- anecdotal / specifics based on experience

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

B1 and B2 Assessment Criteria

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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		