



GCSE MARKING SCHEME

AUTUMN 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

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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 (Reading): 40 marks

TEXT A

A1. How many people in the UK cycle at least once a month? [1]

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

Award **one mark** for the correct answer:
5.2 million / 5.2m / 5,200,000

A2. Name one of the other triathlon sports that cyclists participate in. [1]

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

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

- Swimming
- Running

A3. What is meant when the text states that the ratio of cyclists by gender is ‘more evenly split’? [1]

This question tests the ability to use verbal reasoning and deduction skills to analyse information.

In other sports more people taking part are male

40% of cyclists are female

The numbers of male and female cyclists are very different

There is a more equal balance between male and female cyclists

Almost a fifth of cyclists are females over 35 years

TEXT B

A4. Which one of the following statements is NOT correct? Tick (✓) that box: [1]

This question tests the ability to use verbal reasoning and deduction skills to analyse information.

The cycling industry employs three times as many people as the UK steel industry

A bicycle is sold roughly every 10 seconds

Cycling-related businesses create £5.4bn for the UK economy each year

Cycling-related businesses provide around 64,000 jobs

The cycling industry is worth three times more than the UK steel industry

A5. What evidence is given in the text to show that the cycling industry is beneficial to the UK? [4]

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

Award **one mark** for any of the following to a maximum total of five:

- One of the ways to: 'fix traffic congestion'/'reduce pollution'/'make folks healthy'
- People who cycle to work have 'fewer days off sick'
- Worth more to the economy than the steel industry (three times more/more jobs)
- 'Cycling related businesses create £5.4 billion for the UK economy each year'
- Cycling related businesses 'provide 64,000 jobs'
- Financially contributes to 'mitigating climate change'
- Improves mental health / well-being of children
- Financial benefits of big sporting events like 'Tour de Yorkshire'
- Wider economic benefits £4 generated for 'every pound' spent or '£450 bicycle' sale generates '£1,800'

TEXT C

A6. On which date did Tour de France 2018 start? [1]

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

Award **one mark** for the correct answer: July 7, 2018

A7. How many kilometres did Stage 14 cover? [1]

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

Award **one mark** for the correct answer: 188km

A8. Name one of the places where a rest day took place. [1]

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

Award **one mark** for one of the following: Annecy or Carcassonne

TEXT D

- A9. Read the paragraph which begins ‘I’m the kid who dreamed about the tour...’ In this paragraph, how does Geraint Thomas create the impression that his triumph was a dream come true? [5]**

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 mark to those who identify and begin to comment on superficial detail with basic textual reference. They may struggle to engage with the text and/or question.

Give 2 marks to those who identify and give straightforward comments supported by straightforward textual references. These responses may rely on identifying evidence.

Give 3 marks to those who consider different examples from the text. These responses may show understanding of how language is used to achieve effect.

Give 4 marks to those who make accurate comments about a range of carefully selected details and offer some analysis of how language is used to achieve effects.

Give 5 marks to those who make accurate and perceptive comments about a wide range of details supported by convincing, well selected examples. Subtleties of the writer’s technique will be considered.

Details candidates may explore or comment on could be:

- He imagined it as ‘an impossible world’
- Rode up ‘Caerphilly mountain...and pretended I was riding away from the pursuing pack on Alpe d’Huez’
- ‘started on’ a cheap mountain bike called the Wolf / sense of humble beginnings
- ‘ended on the Champs-Élysées’ / contrast to where he began / sense of glamour
- ‘on a carbon-fibre wonder’ / sense of awe at achievement’
- ‘I rode towards’ places like Cowbridge and Merthyr’ with jam sandwiches in my back pocket’ / sense of a local lad / adds to sense of humble start / someone easy to relate to
- ‘I celebrated in Paris with champagne in glass flutes’ builds on contrast / ultimate triumph / celebration

Language details that might be considered:

- use of contrast – before /after
- dreamlike language ‘dreamed’ / ‘imagined’ / ‘pretended’ – seems fantastical to him
- use of first person – gives real insight into this being his dream

Look for and reward valid alternatives

A10. Synthesise what you learn about the Tour de France 2018 in Text C and Text D. [8]

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 some details about the Tour de France. These answers may restrict themselves to commenting on one text.

Give 3-4 marks to those who identify and give straightforward comments about the Tour de France across the texts.

Give 5-6 marks to those who explain a number of different comments about the Tour de France and may begin to show some understanding of implicit meaning.

Give 7-8 marks to those who make a wide range of accurate and perceptive comments about the Tour de France. Well-considered, confident collations skills will be evident.

Details candidates may explore or comment on could be:

Text C

- It takes place over 21 stages
- It began July 7 (in Noirmoutier-en-l'Île)
- It finished July 29 in Paris/ on Champs-Élysées
- It covered 3,351km
- There were 2 time trial stages
- There were 6 mountain stages
- There were 2 rest days
- 2 flight transfers were required

Text D

- It was won by Geraint Thomas
- It was dangerous – some riders crashed or injured ('separated joints' / 'grated skin')
- Some riders don't finish
- Tour de France is cycling's 'biggest stage of all'
- It takes place over three weeks
- Consistency is the key to winning
- To win takes belief and training
- It's well supported
- It ends on Champs-Élysées/in Paris

Look for and reward valid alternatives

TEXT D

A11. The writer describes Williams Vaughan’s car as ‘askew to the road’. What is meant by the word ‘askew’? Tick (✓) the correct box. [1]

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

- | | |
|--------------|-------------------------------------|
| parked | <input type="checkbox"/> |
| not straight | <input checked="" type="checkbox"/> |
| upside down | <input type="checkbox"/> |
| straight | <input type="checkbox"/> |

A12. What impressions does the writer create of William Vaughan?

[10]

This question tests the ability to refer to evidence within challenging 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 on some impressions of William Vaughan supported by straightforward textual references.

Give 5-6 marks to those who begin to show some understanding of character and appropriate textual references. Candidates begin to make inferences.

Give 7-8 marks to those who make accurate comments about a range of 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 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:

- His 'pride and joy' is a car/his car is very important to him
- He is 'handsome' and 'young'
- He is more concerned about his car than the cyclist – contrast in actions towards car and then cyclist
- His language towards the car is loving 'my darling'
- He is the last member of 'an ancient family'/previously well-to-do
- There isn't much money left (probably confirmed by him trying to sell his car)
- He is selfish (inviting Hugh for dinner/ changing his mind about telling the council)
- Unconcerned about the cyclist ('stepping over the body'/ needs reminding by Hugh 'you're going to let that man bleed to death are you?')
- He knows the accident was his fault ('Sorry.'/ 'I always have trouble with that turning')
- He tries to pass the blame 'you did come out of nowhere, sort of thing'.
- He assumes he can sort the situation out with bluster and money ('Just cuts and bruises' / 'Call it thirty shall we?')
- Unconcerned at the cyclist's condition 'bends down and stuffs the money'
- More interested in describing the drama of the accident ('Did you see...')
- He returns to his concern for his car ('pokes and prods' etc)
- Finally, he 'skips into his car' with blatant disregard for cyclist

Look for and 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. Alun was much more ____ (a) ____ about getting up on a Saturday morning for a bike ____ (b) ____ than he was during the rest of the week when he knew he had to go to work.

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

grumpy bouncing **enthusiastic** excitable [1]

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

rack pedal descent **ride** [1]

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

Riding a bike is healthy, fun and can be did by all ages.

Ride a bike is healthy, fun can be done by all ages.

Riding a bike is healthy, fun and can be done by all ages.

Ride a bike is healthy, fun and can be done by all ages.

A15. Read the text below and show your understanding by answering the questions that follow:

1. The noise of cheers began to rise as the cyclists could be seen in the distance.
2. The crowds had assembled early at the top of the hill.
3. Many people were holding banners and flags.
4. The lead cyclist reached the summit of the hill and in seconds was gone again.
5. Some were even dressed in the brightly-coloured lycra of the team they supported.

(a) Which sentence should come **first** in the text? Write the number of the sentence below. [1]

2

(b) Which sentence should come **fifth** in the text? Write the number of the sentence below. [1]

4

The crowds had assembled early at the top of the hill. Many people were holding banners and flags. Some were even dressed in the brightly-coloured lycra of the team they supported. The noise of cheers began to rise as the cyclists could be seen in the distance. The lead cyclist reached the summit of the hill and in seconds was gone again.

SECTION B: 40 marks

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

Look carefully at the text below. Circle the 5 errors and write them correctly in the spaces below. [5]

Cycling is a good way to control or reduce weight, as it raises your metabolic rate, builds muscle and burns body fat. For **these** people trying to lose weight, cycling must be **combined** with healthy eating. Cycling is a comfortable form of exercise and can be built up slowly. **t**he difficulty and **lenth** of time spent doing it can vary according to a person's fitness and ability.

Corrections

1. those / ~~these~~
2. combined
3. The
4. length
5. person's

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 you achieved something you had worked hard for.**

Or,

- (b) 'Sport is good for everyone.'
Write an essay explaining the importance of sport, 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)
<p>5 <i>(17-20 marks)</i></p>	<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 	<p>5 <i>(13-15 marks)</i></p>	<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
<p>4 <i>(13-16 marks)</i></p>	<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 	<p>4 <i>(10-12 marks)</i></p>	<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
<p>3 <i>(9-12 marks)</i></p>	<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 	<p>3 <i>(7-9 marks)</i></p>	<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
<p>2 <i>(5-8 marks)</i></p>	<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 	<p>2 <i>(4-6 marks)</i></p>	<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
<p>1 <i>(1-4 marks)</i></p>	<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 	<p>1 <i>(1-3 marks)</i></p>	<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 punctuation • Some spelling is accurate • Control of tense and agreement is limited • Limited command of grammar
<p>0 marks</p>	<p>Nothing worthy of credit</p>		

In expository writing, candidates are expected to present reasons or explanations based on the understanding and synthesis of ideas/information gleaned from texts read and from other personal experiences