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# **GCSE MARKING SCHEME**

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**AUTUMN 2020**

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

## **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 3

### 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 (Reading): 40 marks

In the **separate Resource Material** there are five texts on the theme of 'Acts of Kindness' labelled **Texts A-E**. Read each text carefully and answer **all** the questions below that relate to each of the texts.

### TEXT A

- A1.** What does RAoK stand for? [1]

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

Random Act(s) of Kindness

- A2.** What example of a random act of kindness is given in the text? [1]

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

Pay for the customer's coffee behind you in a queue.

- A3.** When is Random Act of Kindness week? [1]

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

The second week of February.

### TEXT B

- A4.** Which of the following sentences best describes what is meant by 'The Kindness Chain'? [1]

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

(d) One kind deed that causes another good deed – forming a chain.

- A5.** **Text B** shows the Kindness Chain. Put these stages into the order which best shows how you can become a link in the Kindness Chain by numbering them.

One stage has been completed for you. [3]

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

- (a) Work out who you would like to help and why you would like to help them. **2**  
(b) Complete an act of kindness and become a link in the continuing kindness chain. **4**  
(c) Find out what the Kindness Chain is and consider whether you should get involved. **1**  
(d) Think about how much time or money you can commit to being kind. **3**

**A6.** Explain, **in your own words**, what the phrase 'chain reaction' means. [1]

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

Award one mark to answers which suggest:

- something that happens due to/as a result of an initial action
- an explanation that suggests the cyclical nature of a reaction
- an explanation that suggests cause and effect

### **TEXT C**

**A7.** Write down the example of a 'face-to-face' activity that is given in the text? [1]

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

Volunteering at a drop-in centre.

- A8.** How does the writer try to persuade us that helping others can be beneficial to our own health? [8]

*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. These responses 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 different examples of persuasive content. These responses may simply identify facts and/or evidence.

Give 5-6 marks to those who clearly 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 will support comments effectively.

Give 7-8 marks to those who make carefully considered comments about how a 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. Well-considered, accurate use of linguistic terminology supports comments effectively.

Candidates may explore or comment on some of the following:

- it tells us in the opening paragraph
- immediately gives three benefits of positive effects ‘reduce stress...’
- rhetorical question ‘why not take action...?’ casually gives a choice to appeal
- tells us directly that it will protect our mental health ‘for all’
- wealth of benefits given for example, ‘feels good’ – all extremely positive ‘positive...happiness’
- benefits are things we aspire to have ‘sense of belonging’
- makes it all sound so easy, straightforward and easily obtainable ‘face-to face’
- ‘make you realise how lucky you are’ – tone is not patronising but realistic
- the notion that it is ‘contagious’ in a positive way is inclusive and encouraging
- wealth of benefits given that will benefit an individual’s health
- gives separate list of physical benefits
- focuses closely on stress which is a common issue
- gives surprising benefits such as ‘boost our immune system’
- the idea that helping others can balance out other negative emotions
- longer life – very appealing prospect
- the illustration makes it easy to see how we can achieve these health benefits

Language and techniques

- constant repetition of ‘help’/‘helping’
- constant use of inclusive pronouns
- upbeat and positive language throughout ‘thrive’ ‘sustain’ ‘protect’ ‘lucky’ ‘happier’
- organisation of text highlights key benefits / not an onerous read
- wealth of positive benefits included
- section with boxes – straightforward things/easy to achieve

Reward **valid** alternatives.

- A9.** What does a 'kindness bank' allow you to do? Select the most appropriate description. **Tick (✓) the correct box.** [1]

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

It gives you the ability to draw on memories in the future.

#### TEXT D

- A10.** Summarise in your own words how being kind to others can benefit you. [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**.

- makes you feel good/ gives pleasure/happy/enjoyable
- makes you look good
- gives self-esteem/positivity/pride/self-awareness
- makes you popular/better liked/influential/gives position/power
- makes you healthier
- improves relationships
- you get back more than you put in so you are fulfilled/satisfied

- A11.** The writer tells us that 'those who give more, get more'. What does this phrase suggest? [1]

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

Those who are kind or generous get more in return

Those who put in more will receive / benefit from karma / be more rewarded / fulfilled

#### TEXT E

- A12.** Explain why some people are uncomfortable with random acts of kindness. [5]

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

- people feel suspicious/on guard about the behaviour
- people 'don't understand why' the reasons are unclear / uneasy about the 'randomness'
- people worry that they may be required to 'reciprocate' the act/kindness
- some people prefer to be more secretive about their good deeds
- the idea that it is being done for 'credit' / to show off is not a comfortable one

- A13.** What **two** things might a charity send to an individual to encourage them to donate to its cause? [1]

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

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

Free pens and Christmas cards.

- A14.** Synthesise the information from Texts D and E to show what a person can do to be kind to others. [10]

*This question tests the ability to synthesise information effectively from more than one text and 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 the 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. These answers 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

- give toys to children in need
- give food to the hungry
- make donations
- be kind in queues
- smile at others
- unload groceries
- drop off a meal for a friend
- send a thank you card
- spend time with those in need of a friend

Text E

- give flowers to a stranger
- pay for another person's coffee/shopping
- pay for another person's parking
- share your umbrella
- help a classmate with their work
- help a parent with their shopping bags/groceries
- perform kind or good deeds



## SECTION B (Writing): 40 marks

*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.*

The space below can be used to plan your work before starting on the next page.

Answer **both** B1 and B2.

- B1.** “People today never show enough kindness to one another. We must make more effort to be kind.”

Write a talk to give on BBC Wales’ new programme *Youth Views* persuading young people to be kind to others.

**Write your talk.** [20]

- B2.** “You don’t have to spend money to find happiness.”

Write a lively magazine article for your school or college magazine giving your views about this statement.

**Write your article.** [20]

**B1 and 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>(9-10 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>(9-10 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>(7-8 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>(7-8 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>(5-6 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>(5-6 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>(3-4 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>(3-4 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>(1-2 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>(1-2 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		