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# **GCSE MARKING SCHEME**

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**AUTUMN 2019**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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 2019 MARK SCHEME**

**SWIMMING**

**TEXT A**

1. List **two** things that are strengthened by swimming. [2]

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

Award one mark for each of the following:

Strengthens lungs  
Strengthens upper body

2. How many calories are burned during a moderate 30-minute swim? [1]

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

Award one mark for:

150-370 calories

## TEXT B

3. **Text B** helps children to swim safely outdoors. Put these stages into the order in which they should be completed by numbering them. [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 3 marks:

Stay alert while you are swimming and call for help if you need it. 4

Before you start, research a safe place to swim. 1

Look for a safe place to enter the water. Do not dive in if you don't know how deep the water is. 3

Make sure you take an adult with you. 2

4. In **Text B**, the writer states that swimmers should 'Stay alert while you are swimming'. What is meant by the word 'alert'? [1]

*This question tests the ability to interpret meaning and ideas.*

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

To remain accompanied

To remain hydrated

To remain attentive

To remain in an upright position

## TEXT C

5. What is the name of Gabby Dickinson's outdoor swim company? [1]

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

Award one mark for the following:

Gone Swimming

6. List **two** natural features that can be enjoyed during an outdoor swim. [1]

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

Award **one mark** for any two of the following:

Sparkling clear lakes  
picturesque rivers  
waterfalls  
bends in small rivers

7. What is meant by the writer when she refers to a 'secluded location'? [1]

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

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

A place that is quiet and isolated  
A place that is in the countryside  
A place that is beautiful and picturesque  
A place that is easy to find

8. In your own words, summarise why Gabby Dickinson enjoys wild swimming. [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**.

- Enjoys the outdoors/nature/invigoration of nature
- it is good for the body
- it is good for the mind – feel good hormones
- she can discover hidden places
- it is a good family activity
- it is cheap

**TEXT D**

9. Explain what is meant when the writer refers to 'sedentary time'.

[1]

*This question tests the ability to interpret meaning and ideas.*

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

Time when you are active

Time when you are bored

Time when you are dynamic

Time when you are inactive

10. How does **Text D** try to persuade the reader that swimming is good for everyone? [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 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 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 will support comments effectively.

Candidates may comment on the following:

- Benefits bones and muscles in supported environment
- Tells us that it benefits those with arthritis
- Health benefits for those with blood pressure etc. (many specific health benefits)
- Dispels common myths, 'don't be fooled...' your body is working hard
- Rhetorical question 'who wouldn't want a swimmer's body?' - desirable
- Compares it to other forms of exercise – swimming uses more muscles/cardio
- Lists areas of body which swimming targets/helps
- Talks about benefits on life span and life quality
- Talks about positive impact on mood and mental health
- It is cheap
- It is fun
- Gives advice on how to swim 'start slowly'
- Understands reservations people may have and tries to resolve these

Other methods

- Upbeat lively tone while maintaining specific terminology/language
- Use of imperatives
- Factual style/very informative but appealing to reader

Reward valid alternatives.

## TEXT E

11. What do you learn about the writer before she takes up swimming? [5]

*This question tests the ability to interpret meaning and ideas in challenging writing and understand and recognise the reliability of texts.*

Award **one mark** for each area covered to a maximum of 5 marks:

- Lives in south of England with husband and children
- She's very busy... 'juggling working as a teacher, being a mum and studying at college'
- Her life falls apart 'broke down', 'crying', 'wanted to run away'
- Moves in with mother-in-law to protect the children
- She 'felt terrible', it is difficult, she is 'depressed'
- She started seeing a therapist

12. Explain what the writer means when she tells us that she 'felt the black cloud ebbing away'. [1]

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

Award one mark for an explanation that explores the following:

- The black cloud is a metaphor for her depressed state of mind – she feels like the darkness/shadows/depression/gloom is retreating and leaving her/going away.
- She feels like she is moving into a more positive place mentally



13. Look at **Text D** and **Text E**. Synthesise the benefits of swimming using information taken from these two texts. [10]

*This question tests the ability to synthesise information effectively from more than one 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 some examples of the benefits of swimming.

Give 3-4 marks to those who identify and give straightforward comments on some examples of the benefits of swimming.

Give 5-6 marks to those who explain how a number of different examples present some range of benefits and show some understanding of implicit meaning in the text.

Give 7-8 marks to those who make accurate comments about how a range of different examples from both texts present the benefits of swimming. The answer will begin to collate details effectively.

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

Some areas candidates may wish to explore:

**Text D**

- Good for arthritis/illnesses/ailments
- The whole body is working hard/exercise/good for bones and muscles
- Can get an excellent physique/body
- Good for the heart/well-being etc.
- Not an expensive hobby
- It is a fun activity
- Everyone can do it

**Text E**

- Improves the writer's mental health positively
- Relaxes the writer/makes her feel good/calm
- Has long-term positive effects
- Can improve the body's response to pressure/alleviates depression
- Can be sociable activity/she helps others

Reward valid alternatives.

## **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. You may continue on an extra sheet of paper should you need it.

Answer **both** B1 and B2

- B1. According to your PE teacher, 'Swimming is the very best form of exercise'. You have been asked to prepare a talk for your classmates in which you give your views about swimming.

**Write down what you would say.**

- B2. Write a letter to your local council persuading them to improve the leisure facilities in your area.

**Write your letter.**

**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		