



GCSE MARKING SCHEME

SUMMER 2018

**GCSE (NEW)
ENGLISH LANGUAGE - UNIT 3
3700U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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 (NEW)

SUMMER 2018 MARK SCHEME

Text A

A1. What is a selfie? [1]

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

- A photo taken of oneself

A2. How many posts are labelled as “#selfie” on Instagram? [1]

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

55 million

A3. Explain what is meant when the writer says “selfie-taking has exploded”. [1]

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

Allow any explanation which suggests:

- the rapidly increasing popularity of taking selfies
- the dramatic surge in the number of selfies taken

Text B

- A4. What is the purpose of Text **B**? [1]

This question tests the ability to understand and recognise the purpose of texts.

(c) Educational

- A5. Text B describes how to take the perfect selfie. Put these stages into the order in which you should complete them by numbering them. [3]

One stage has been completed for you.

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.

Strike a pose	3
Choose the perfect location	1
Take multiple shots	4
Get the right angle	2

- A6. The writer uses the following sentence, “This will subsequently help you to choose the most flattering picture.” What does the word “subsequently” mean in this sentence? [1]

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

Afterwards

Text C

- A7. Summarise the reasons why one teenager does not approve of selfies. [5]

This question tests the ability to summarise information.

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

- taken at inappropriate place/occasion
- an out of control trend
- reduces the significance of a photo
- makes people vain/self-obsessed/attention seeking
- increases ignorance/anti-social behaviour/makes people rude
- the nature of selfies is fleeting and superficial

- A8. What does the word "narcissism" mean? [1]

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

- (a) To be vain and admire yourself

- A9. Explain what Isabel means when she says that, "Selfies are a powerful tool for self-expression." [1]

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

Award one mark for an answer which suggests:

Candidates may read the first paragraph of Isabel's text to contextualise the phrase, however, we are testing their understanding of the phrase only. Engagement with 'powerful tool' and 'self-expression' are key.

Answers should be mostly written in their own words to gain credit.

Selfies are an effective way to either:

- communicate their emotions
- portray their emotions/themselves

Text D

- A10. How does the writer try to persuade us that social media can be an unpleasant part of modern life? [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 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 examples of persuasive content. These responses may simply identify some facts and/or evidence.

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

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

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from the text persuade, and analyse how language and techniques 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. Relevant linguistic terminology supports comments effectively.

Candidates may wish to comment on:

- Title (self) love – unpleasant connotations
- Immediate and constant use of loaded language 'vanity...vain...'
- 'Can this trend be reversed?' rhetorical question suggests it should be reversed
- Tone is damning 'inflated...superficial...shameless...' synonymous with unpleasantness
- Suggests selfies are linked to conceit 'bragging'
- 'showing off has never been easier' not to be aspired to
- 'until the 90s' – compares escapism TV of past to current self-centred/unrealistic TV
- 'new territories of self-love' critical/condemnatory
- Apps/websites listed are all household names but have 'showing off' at their 'core'
- 'who cares about our faults?' suggests we disregard criticism
- 'preserving social media activity after people die' immoral promotion of immortality
- 'vanity levels have been rising for decades' not new problem/still unpleasant
- Introduces voice of reason 'Needless...' but counters with further scepticism
- Suggests social media provides reckless platform to interact with 'strangers'
- 'broadcast their life' suggests people behave outside of normal parameters

Overview/method

- Constant listing to highlight the many negative aspects
- Tone sarcastic/derisory/condemnatory/critical/damning
- Wealth of loaded/powerful language to suggest this is a superficial/extremely unpleasant social epidemic

Reward valid alternatives.

Text E

A11. Why did the No Makeup Selfie campaign start? [1]

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

Award one mark to any answers which explain:
to support an actress who had been criticized for her appearance.

A12. Identify **three** pieces of evidence to show that the No Makeup selfie campaign was very popular. [3]

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

- 85,000 people mentioned it on Twitter in the first week
- 59,000 posted it on Instagram in the first 24 hours
- raised several million pounds (for Cancer Research)/raised £2 million in a week/this tripled to £6 million in a further 6 days

Do not reward points which are mathematically inaccurate.

A13. What is meant by the phrase “going viral”? [1]

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

- something that is shared a significant number of times online
- idea of something that is like a virus and quickly infects/spreads
- becoming very popular very quickly – circulating from person to person

- A14. Selfies can positively affect people's lives. Synthesise the information given from Text C, Text D and Text E that shows this. [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 some examples of the effect of selfies. These candidates may restrict themselves to one text only.

Give 3-4 marks to those who identify and give straightforward comments on some examples of the effect of selfies across at least two of the texts.

Give 5-6 marks to those who explain how a number of different examples present the writers' views towards selfies, and begin to show some understanding of implicit meaning in the texts.

Give 7-8 marks to those who make accurate comments about how a range of different examples from all three texts present the effect of selfies. The answer will begin to collate details effectively across all texts

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

Text C

- people gain more friends
- can get an emotional boost
- beautiful form of self-expression
- people share emotions like joy
- improve self-esteem through different body types, hairstyles, skin tones
- enrich your image of what people really look like/unique

Text D

- success
- enabling everybody to broadcast their life
- gain friends/links people
- makes people more creative
- it is 'healthy' to pay attention to what other people think

Text E

- raise money/support the charity
- support friends/others
- raise awareness

Reward valid alternatives.

Section B (Writing)

- B1. Write a guide for other students persuading them to stay safe when using social media and the internet. [20]
- B2. Your Headteacher/Principal plans to ban all mobile phones and social media use for students while they are in school/college. You feel strongly about this proposal and decide to write a letter to your Headteacher/Principal giving you views on this matter. [20]

B1 and B2 Assessment Criteria

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 of how to create effects 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 punctuation • Some spelling is accurate • Control of tense and agreement is limited • Limited command of grammar
0 marks	Nothing worthy of credit		

Task Specific Guidance

B1. Write a guide for other students persuading them to stay safe when using social media and the internet.

Purpose: To produce a piece of persuasive writing.

Useful info: Candidates may draw upon the reading materials and should not be penalised for doing so unless they copy directly copying from Section A resources.

Successful persuasive writing may include some of the following:

- A clear understanding of format/task
- A sustained sense of register
- Clear and coherent ability to persuade which is sustained throughout the writing
- A logical structure
- Cohesive writing style with relevant materials linked effectively
- A range of appropriate and well-selected details
- Well controlled and accurate writing
- A clear sense of direction and purpose throughout
- Sustained ambition through language/tone/devices/expression

Less successful persuasive writing may be characterised by some of the following:

- Limited awareness of the audience/reader
- Limited awareness of task/format
- Thin/brief/lacking in substance/persuasion
- Candidates struggling to develop ideas/opinions
- Limited ideas evident and ideas may be generalised
- A lack of control and a tendency to simple assertion
- A limited sense of direction and purpose
- Writing may be simplistic in style and structure
- Errors may be basic and/or numerous

B2. You would like to raise some money to support a local charity. Write a talk to your year group to raise awareness about your local charity and to persuade local people to support it.

Purpose: To produce a piece of argumentation writing.

Useful info: Candidates may draw upon the reading materials and should not be penalised for doing so unless they copy directly copying from Section A resources.

Successful argumentation writing may include some of the following:

- A clear understanding of format/task
- A sustained sense of register
- Clear and coherent viewpoint sustained throughout the writing
- A logical structure
- Cohesive writing style with relevant materials linked effectively
- A range of appropriate and well-selected details
- Well controlled and accurate writing
- A clear sense of direction and purpose will be evident throughout
- Candidates will demonstrate sustained ambition through language/tone/devices/expression

Less successful argumentation writing may be characterised by some of the following:

- Limited awareness of the audience/reader
- Limited awareness of task/format
- Thin/brief/lacking in substance
- Candidates struggling to develop ideas/opinions
- Limited ideas evident/ideas may be generalised
- A lack of control and a tendency to simple assertion
- A limited sense of direction and purpose
- Writing may be simplistic in style and structure
- Errors may be basic and/or numerous