



GCSE MARKING SCHEME

AUTUMN 2017

**GCSE
ENGLISH LANGUAGE – UNIT 2**

3700U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.

SECTION A: 40 marks

TEXT A

- A1. What percentage of British people are said to have baked this year? [1]**

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

Award **one mark** for the correct answer:
(around) 85% of British people

- A2. What were 24% of people said to have baked 'from scratch' in the last 12 months? [1]**

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

Award **one mark** for the correct answer:
e) standard cakes

- A3. (a) What is the second most popular reason that people give for baking?
(b) What percentage of men give this reason for baking? [2]**

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

Award **one mark for each of** the correct answers (up to a total of 2):
(a) to treat the family
(b) 28%

TEXT B

- A4. The article refers to ‘any preconception that people may have had that baking is for girls’. What does the word ‘preconception’ mean? [1]**

This question tests the ability to interpret meaning.

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

c) an idea already formed

- A5. Explain why the writer thinks that baking is ‘officially cool’. [1]**

This question tests the ability to interpret meaning and ideas.

Award **one mark** for those who explain:

the trend for young people to be the most regular bakers/those who bake most often has led to it being considered ‘cool’.

No marks should be given to those who copy directly from the text with no attempt to explain. e.g. ‘the most regular bakers are those aged 16-34’.

- A6. Write down the two ‘biggest barriers’ for those who needed a ‘bit more encouragement to put an apron on’? [1]**

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

Award **one mark** for those who identify the two barriers as:
time and mess

TEXT C

A7. What are two of the aims of the Depressed Cake Shop? [2]

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

Award **one** mark for each of the following, **up to a maximum of two marks:**

- Get people talking about mental health
- Raise money for mental health charities
- Open shops

No marks should be given for general references to raising money for charity.

A8. Explain how baking can help to improve people's mental health? [8]

This question tests the ability to interpret meaning, ideas and information in challenging writing and to refer to evidence within 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 one or two examples of relevant content. These answers 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 relevant content. These responses may identify some facts and/or evidence.

Give 5-6 marks to those who explain a number of different examples from the text. Carefully selected textual references are used to support comments and show understanding.

Give 7-8 marks to those who make accurate comments about a wide range of examples from the text. Better explanations will be detailed, perceptive and well-considered.

Specific reasons candidates may choose to explain:

- it's therapeutic ('soothes the soul' / 'reassuring' / 'brighten up a blue day')
- it can raise money for mental health charities
- it can distract / offer alternative outlets
- it's instantly rewarding / enjoyable
- it offers escapism / it offers a purpose
- it involves you in the act of creation
- gives the baker a sense of pride / makes you feel good
- it's relaxing
- builds confidence

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

TEXT D

- A9. What does John Whaite mean when he says he is ‘not a person of perpetually perky personality’?** [1]

The question tests the ability to interpret meaning and ideas.

Award **one mark** for an explanation that suggests:

- he is not constantly happy or cheerful OR
- his moods are changeable / he can be moody.

- A10. What is meant when Whaite refers to baking as ‘a form of artistic expression’?** [1]

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

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

- d) he uses baking to be creative and imaginative

TEXT E

- A11. This text is about a journalist who writes about baking. What magazine does she write for?** [1]

This question tests the ability to retrieve information.

Award **one mark** for: Home Magazine

No marks to be awarded to candidates who write 'Readers of Home Magazine'.

A12. How does the writer convey the care that has gone into the creation of the gingerbread house? [5]

This question tests the ability to interpret meaning, ideas and information in challenging writing and to refer to evidence within texts.

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 details 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 a number of different examples from the text. These responses may show understanding of how language/techniques are 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 detail supported by convincing, well selected examples. Subtleties of the writer's technique will be explored.

Details candidates may explore or comment on could be:

- there is a sense that a lot of thought goes into it 'pauses', 'chews her bottom lip'
- it was the 'most painstaking of baking tasks' – induced feelings of 'frustration and fulfilment'
- handles it carefully 'gently' placing it on the floor
- lists some of the ingredients – carefully put together
- writer's careful study of it 'stretches out in front of it' 'peers at it' and 'breathes in'
- eye to detail 'roof tiles dusted with sugar', 'heart shaped knocker', 'gingerbread windows'
- very careful adjustment of detail 'ever so carefully', 'one gentle tweak'
- she 'has spent the past four hours constructing this'
- quest for perfection 'still not perfect', 'use a ruler'
- specific vocabulary choices/verbs 'soldered'
- imaginative skill/endeavour – 'more than the sum of its parts' / 'something fantastical'

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

A13. Using information from Texts D and E, synthesise the reasons why people bake.

[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 of the reasons people bake.

Give 3-4 marks to those who identify and give straightforward comments from both texts of the reasons people bake.

Give 5-6 marks to those who include a number of different reasons why people bake. Candidates may begin to show some understanding of implicit meaning.

Give 7-8 marks to those who make accurate and insightful comments about a range of the reasons people bake. The answer will collate details from both texts effectively.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of the reasons people bake. Well-considered, confident collation skills will be evident.

Details candidates may explore or comment on could be:

TEXT D

- because it is a 'comfort blanket'
- to help in his fight against depression
- because it is a form of artistic expression
- because it is something which connects / comforts his family
- to support others
- to nourish – physically with food and psychologically 'for the soul'
- to allow him time to be calm
- it makes him happy
- for greed and self 'indulgence' – everyone needs a treat

Overview

It is a fundamental part of who he is – associates it with his roots and past, with the way he was brought up and how he is rewarded by it on many levels.

TEXT E

- for work – narrator is a reporter and in this instance it's part of her job to bake
- for 'fulfilment'
- to allow her to demonstrate her creativity – references to 'her creation' and her care with it 'one gentle tweak'
- to become absorbed/enjoy the artistic process
- to appeal to the 'six year old in her'
- to produce something 'fantastical' and 'fairytale' like.

Overview

She strives/is challenged to produce something that is 'more than the sum of its parts' – something delightful/a masterpiece.

This is not a checklist and the question must be marked in levels of response. 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.

A14. Read the paragraph below and then answer the questions that follow:

Stacey was determined to reach home(1).... delay. It was(2)..... that she saw John before he left for work.

(a) Circle the word below that best fits gap (1):
A) beyond B) achieving C) saving D) **without** [1]

(b) Circle the word below that best fits gap (2):
A) quickly B) obligatory C) **vital** D) unimportant [1]

A15. Which of the following sentences is correct?

Tick the box of the sentence you think is correct. [1]

- (a) **If a customer wishes to receive a full refund, he or she must have a receipt.**
- (b) If a customer wishes to receive a full refund, they must have a receipt.
- (c) If a customer wished to receive a full refund, he or she must have a receipt
- (d) If a customer wished to receive a full refund, they must have a receipt.

A16. Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow:

(a) Which sentence should come **third** in the text? Write the number of the sentence below. [1]
5

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

SECTION B: 40 marks

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

Read the recipe provided below for making a basic flapjack.

Circle the five errors and write them correctly in the spaces below. [5]

250g **roled** oats
125g butter
125g brown sugar
2-3 tablespoons golden syrup

1. Lightly **greece** a baking tin.
2. Put the oven on 180°C to warm up.
3. Melt the butter, brown sugar and golden syrup in a large non-stick **sausepan** until the ingredients are combined.
4. Mix the porridge oats into the pan and make sure they **is** all coated with the butter and sugar mixture.
5. Put the mixture into the baking tin and press down with the back of a spoon to flatten it.
6. Put in the oven and bake for about 20 **minute's**.

1. rolled
2. grease
3. saucepan
4. are
5. minutes

B2 Assessment Criteria

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 <i>(17-20 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>(13-15 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>(13-16 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>(10-12 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>(9-12 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>(7-9 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>(5-8 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>(4-6 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>(1-4 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>(1-3 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		

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

Task Specific Guidance

B2 (a) Describe an occasion when you did something you found rewarding. [35]

Purpose: To produce a description.

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

Successful descriptions may include some of the following:

- range of techniques employed to engage the audience/reader
- demonstration of strong feelings towards the experience
- detailed development of ideas
- careful structure to ensure cohesion and fluency
- specific and personal details
- audience engagement
- writing should be well controlled and accurate
- direction and purpose should be evident throughout
- sustained ambition evident through language/tone/devices/expression

Less successful descriptions may be characterised by some of the following:

- limited awareness of the audience/reader
- a struggle to develop ideas/opinions
- few ideas evident/ideas may be generalised
- content is thin/brief/lacking in substance
- writing lacks control and there may be a tendency to simple assertion
- limited sense of direction and purpose
- simplistic in style and structure
- errors may be basic and/or numerous

Task Specific Guidance

- B2 (b) Famous chefs such as Jamie Oliver and Mary Berry have spoken publicly of the need for better food and better education about food in schools.**

Write an essay to explain your views on this subject, giving clear reasons and examples. [35]

Purpose: To produce an expository essay.

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

Successful exposition essays may include some of the following:

- a range of techniques engage the audience/reader
- a clear viewpoint towards the statement/question
- detailed explanation of ideas
- careful structure to ensure cohesion and fluency
- a range of points/ideas to effectively support the points made
- specific and/or personal examples well used
- engagement of audience by well-considered arguments
- well controlled and accurate writing
- clear sense of direction and purpose
- sustained ambition through language/tone/devices/expression

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

- limited awareness of the audience/reader
- limited awareness of task
- may seem ambivalent towards the viewpoint
- struggle to develop ideas/opinions
- content is thin/brief/lacking in substance
- few ideas evident/ideas may be generalised
- limited control
- tendency to simple assertion
- limited sense of direction and purpose
- simplistic in style and structure
- errors may be basic and/or numerous