



GCSE MARKING SCHEME

SUMMER 2017

**GCSE (NEW)
ENGLISH LANGUAGE
UNIT 3**

3700U30-1

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. How much money is generated in the UK alone from Fairtrade sales? [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 correct answer:

(over) £23 million/£23m.

- A2. What percentage of female farmers and workers are employed on plantations? [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 correct answer:

46 (%)

- A3. What is the purpose of Text A? Tick (✓) the correct box. [1]**

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

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

Public

Text B

- A4. What does the phrase “substantial contribution” mean in this text? Tick (✓) the correct box. [1]**

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

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

To get involved in a significant way

- A5. Text B suggests the steps you can take to increase your support for Fairtrade. Put these steps into order by numbering each of the steps below from each section. [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.

1. Find out which shops stock Fairtrade or ethical products.
2. Shop responsibly once you have found a stockist.
3. Encourage your friends and family to do the same.
4. Sign up to the Fairtrade campaign and help your local area to become a Fairtrade Village or town.

Text C

- A6. Martin Luther King said, "Before you finish eating breakfast in the morning, you've depended on more than half the world". Explain what Martin Luther King meant. [1]**

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

Allow **one** mark for an explanation which suggests:

- You use products other people worldwide have grown/made so you can eat
- To make breakfast you rely on people from many countries to grow products and deliver them

- A7. Summarise five reasons why, according to the text, we should support Fairtrade. [5]**

This question tests the ability to summarise information.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who either identify **one** relevant area from the mark scheme, copy unselectively or struggle to engage with the task.

Give 2 marks to those who summarise **two** relevant areas to suggest why we should support Fairtrade. There may be some reliance on using the wording from the text.

Give 3 marks to those who summarise **three** relevant areas to suggest why we should support Fairtrade. If the candidate has relied only on purposeful phrases or quotations and not their own wording, this is the maximum mark available.

Give 4 marks to those who summarise **four** relevant areas from the mark scheme to suggest why we should support Fairtrade. These answers will mostly consist of the candidate's own words.

Give 5 marks to those who produce an effective summary which covers **five** different areas from the mark scheme. These answers will be totally focused on the question and will mostly consist of the candidate's own words.

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

1. Fairtrade is not just about making sure food is ethical and safe to eat.
2. ...about 795 million people are undernourished globally...It's about standing up for the people who produce our food.
3. When people are paid a fairer price, they can have more control over their lives when times are hard...
4. ...cash in their pockets or being able to expand their farms to grow more food to eat...
5. It's a scandal that the people who grow the food we take for granted can't always feed their own families...We can support farmers and workers to put food on the table for their families... to put enough food on the table for the people they care about, all year round...
6. Fairtrade products give us better tasting, environmentally friendly food...

Text D

- A8. What is meant by the word “consortium”, used in the introduction to the text?
Tick (✓) the correct box. [1]**

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

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

A group or association

A9. How does Gerardo Arias Camacho convince the reader of the benefits of Fairtrade?

[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 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 begin to analyse how language techniques are used to achieve effects and influence the reader. Carefully selected examples support comments.

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

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples persuade, and provide detailed analysis of how language and techniques achieve effects and influence the reader. Subtleties of the writer's technique will be explored in relation to how the reader is influenced.

Candidates may explore or comment on:

- He is experienced – “a board member on his village cooperative”
- Based on a first hand, personal experience “I went to America to make money”
- We are told that “the coffee market was so unstable” – Fairtrade brings stability
- Without Fairtrade they did not have “a local school, good roads or bridges”
- Fairtrade brings security “prices are stable and we receive a guaranteed premium”
- They spend income wisely “on education, environmental protection, roads” etc.
- Direct praise “Fairtrade is the way trade should be: fair, responsible and sustainable.”
- Fairtrade gives children a future, “they might all be able to go to university”
- Wider benefits of Fairtrade “our farms have become more environmentally friendly”
- The produce is healthier “reduced the use of pesticides by 80% in 10 years”
- The farmers are conscious of recycling “fuelled by waste products”
- Fairtrade is not exclusive “it is open to everyone”
- Farmers aid others in the community “educate other producers around us”
- Gives us advice as shoppers “look for the Fairtrade label”
- Gives farmers a future

General points:

- The tone/language of the article is upbeat and positive
- There are many benefits, listing of these
- We can contribute easily by buying Fairtrade “you can make a difference”

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

Text E

- A10. What does Richard Shannon mean when he says, “If it doesn’t have a Fairtrade logo then we must be holding the farmer down and standing on his neck whilst we steal his coffee”?** [1]

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

Award one mark for an explanation which suggests:

- If a product is not Fairtrade, we are exploiting the farmer/taking advantage of the farmer
- No logo means the farmers are treated unfairly
- A product without the Fairtrade logo is an unethical product

- A11. Explain why some coffee lovers are turning their backs on Fairtrade.** [5]

This question tests the ability to interpret meaning and ideas in challenging writing and understand and recognise the reliability of 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 at least one examples of relevant content. These answers may struggle to engage with the text and/or the question.

Give 2 marks to those who identify and give straightforward comments on some examples of relevant content. These responses may simply identify some facts and/or evidence.

Give 3 marks to those who explain a number of different examples from the text. Carefully selected examples are support comments.

Give 4 marks to those who make accurate comments about a range of different examples from the text. Carefully selected examples accurately support comments.

Give 5 marks to those who make accurate and perceptive comments about a wide range of different examples from the text. Well-considered examples support comments effectively.

Details candidates may explore or comment on could be:

- Discount retailers such as Aldi and Lidl carrying fewer Fairtrade products
- High end companies believe Fairtrade doesn't suit them
- Fairtrade doesn't reward quality
- Many suppliers believe their trade is already fairer/plays more than Fairtrade
- Fairtrade doesn't provide farmers with any guarantee of future income
- Growers for specific markets choose who they sell to and for how much
- Fairtrade doesn't get a good deal for the workers
- Farmers join other schemes “see their neighbours rewarded for focusing on quality”
- Misuses of the Fairtrade dividend e.g. toilets/spread the benefits
- Conscientious consumers – “Is it fairly traded?”/are there more effective ways to support

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

A12. Compare what the writers of Text D and Text E say about the effects of Fairtrade on the farmers and workers who work for Fairtrade groups. [10]

You must make it clear from which text you get your information.

This question tests the ability to interpret themes, meaning, ideas and information in a range of texts and comparing and evaluating the usefulness, relevance and presentation of content.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify basic similarities and differences between the two texts. These answers may be unselective. Answers may fail to identify texts/writers. Struggles to engage.

Give 3-4 marks to those who identify and give a straightforward description of the similarities and differences between the two texts. These answers may be based on surface details.

Give 5-6 marks to those who identify a number of similarities and differences across the two texts, and make some comparisons. The information will be collated from both texts but may not be equally balanced.

Give 7-8 marks to those who make detailed comparisons with valid comments on the similarities and differences between the two texts. The information will be appropriately collated and will contain a range of relevant points from each of the two texts.

Give 9-10 marks to those who make comparisons that are sustained and detailed, showing clear understanding of the similarities and differences between the two texts. The information will be effectively collated from the two texts.

Some areas candidates may wish to explore:

Text D

- Business is stable 'we receive a guaranteed amount for our coffee'/increased earnings
- Due to having money conditions are much improved in environment, community, choices
- Their families can be educated/have a future
- Kids have a better life than their parents
- Become community spirited "educate other producers around"
- Work together to improve facilities/benefits infrastructure/resilient to change
- Gives farmers pride/competitive/energised
- Gives farmers a future/hope

Overview

- Fairtrade enriches lives and those of others in the community

Text E

- Fairtrade doesn't provide farmers with a guaranteed future income
- Not empowered/helping as much as "Growers for the speciality market"
- Fairtrade does not secure a good deal for workers/not fair.
- Can't ensure that those who receive these payments spread the benefits.
- Fairtrade wages are typically lower than other groups,
- Conditions worse for workers in some Fairtrade organisations
- System is open to exploitation e.g. toilets

Overview

- Fairtrade farmers are not necessarily given the best wages/conditions/questions fairness

These are not checklists and the question must be marked in levels of response. Look for and reward valid alternatives.

SECTION B (40 MARKS)

*In this section you will be assessed for the quality of your **writing** skills.*

- B1. Your school/college is considering using more Fairtrade items in its canteen. Although this will help to support Fairtrade farmers, it will mean an increase in the price of meals.**

You feel strongly about this proposal and decide to write a letter to your Headteacher/Principal giving your views.

Write your letter. [20]

- 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.

You should include the following information:

- *details about the charity***
- *what support the charity needs***
- *how your year group can support the charity***

Write your talk. [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 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>(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 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. Your school/college is considering more Fairtrade items in its canteen. Although this will help to support Fairtrade farmers, it will mean an increase in the price of meals. You feel strongly about this proposal and decide to write a letter to your Headteacher/Principal giving your views.**

Purpose: To produce a piece of argumentation

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 argumentation writing may include some of the following:

- A clear understanding of format/task
- A sustained sense of register
- A clear and coherent viewpoint which is sustained throughout the writing
- A logical structure
- Writing will be cohesive with relevant materials linked effectively
- A range of appropriate and well-selected details
- Writing will be well controlled and accurate
- 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
- Content is thin/brief/lacking in substance
- Candidates struggle to develop ideas/opinions
- Few ideas evident/ideas may be generalised
- Writing lacks control and there may be a tendency to simple assertion
- A limited sense of direction and purpose will be evident
- Writing is 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 persuasive writing

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 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
- Writing will be cohesive with relevant materials linked effectively
- A range of appropriate and well-selected details
- Writing will be well controlled and accurate
- A clear sense of direction and purpose will be evident throughout
- Candidates will demonstrate 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
- Content is thin/brief/lacking in substance/persuasion
- Candidates struggle to develop ideas/opinions
- Few ideas evident/ideas may be generalised
- Writing lacks control and there may be a tendency to simple assertion
- A limited sense of direction and purpose will be evident
- Writing is simplistic in style and structure
- Errors may be basic and/or numerous