

GCSE



WJEC GCSE in
ENGLISH LANGUAGE

ACCREDITED BY WELSH GOVERNMENT

SPECIMEN ASSESSMENT
MATERIALS

Teaching from 2015

This Welsh Government regulated qualification is not available to centres in England.

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GCSE ENGLISH LANGUAGE

UNIT 2

Reading and Writing: Description, Narration and Exposition

SPECIMEN PAPER

2 hours

ADDITIONAL MATERIALS

Resource Material.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Answer **all** questions in Section A.

Select **one** title to use for your writing in Section B.

Write your answers in this booklet.

You are advised to spend your time as follows:

- | | |
|------------|--|
| Section A | - about 10 minutes reading |
| | - about 50 minutes answering the questions |
| Section B1 | - about 10 minutes |
| B2 | - about 10 minutes planning |
| | - about 40 minutes writing |

INFORMATION FOR CANDIDATES

Section A (Reading): 40 marks

Section B (Writing): 40 marks

The number of marks is given in brackets at the end of each question or part-question.

SECTION A (Reading): 40 marks

In the **separate Resource Material** there are five texts on the theme of ‘Travelling to New Places’ labelled **Text A-E**. Read each text carefully and answer **all** the questions below that relate to each of the texts. Additional answer pages are available at the back of this paper should you require them.

TEXT A

A1. What percentage of visitors have been to Australia before? [1]

A2. The information refers to “demographic”. Select **one** definition from the list below that best defines a ‘demographic’? [1]

- a) a graph showing changes
- b) time spent away from home
- c) a way of grouping people
- d) period spent travelling



A3. Explain what is meant by “peak booking period” and “peak travel period”. [2]

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TEXT B

A4. What is meant when Bryson writes that the owners “lived on the surface of the moon” since the forest fire? [1]

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A5. What does Bill Bryson say about American attitudes to disasters? [5]

Refer to the language he uses in your response.

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TEXT C

A6. Which two countries have their borders at the top of Mount Everest? [1]

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A7. How did Jon Krakeur feel when he reached the top of Mount Everest? [5]

You must use evidence from the text to support your answer.

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TEXT D

- A8. Which of the following is **not** a benefit of summer term school trips, according to the article? [1]
- a) They can give pupils valuable experience
- b) They can help improve school's official ratings
- c) They can provide a focus for parental savings schemes
- d) They can help pupils improve their understanding of what they have learnt



- A9. Identify two challenges that teachers may face when organising school trips. What advice does the article give to help teachers overcome each of these challenges? [4]

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TEXT E

A10. Identify **three** ways that different people see Rashid. [3]

- 1.
- 2.
- 3.

A11. In lines 10 and 11 the writer refers to “that unhappy metropolis”? [1]
Select one definition from the list below that best describes a ‘metropolis.’

- a) underground area
- b) quiet area
- c) city with lots of children
- d) busy city

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A12. How do the writers present the places of Toiyabe National Forest in Nevada and the city of Alifbay in Text B and Text E? [10]

You must refer to both texts to support your comments on the language the writers have used.

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Editing (5 marks)

In this part of the paper you will be assessed for the quality of your understanding and editing skills.

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

Carrie had a(1)..... for cleanliness. Everyone expected the house to be spotless but her moods were harder to(2)..... .

- (a) Circle the word below that best fits gap (1):
 A) disrespect B) notion C) reputation D) position [1]

- (b) Circle the word below that best fits gap (2):
 A) suggest B) predict C) warrant D) explore [1]

2. Circle the pair of words that best fit the meaning of the sentence below: [1]

I was to see the old house again; yet as I stood there a growing sense of crept up on me.

- (A) scared... fear
 (B) overjoyed... anxiety
 (C) pleased... happiness
 (D) horrified... generosity
 (E) embarrassed... shame

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

1. But his eyes were failing him in the fading light.
2. Nevertheless, he could still hear like an owl, and the rustling in the hedgerow unnerved him.
3. As he realised the noises of the night were more human than animal, terror overtook him.
4. The old man hobbled down the deserted lane, rushing as fast as he could to get home.
5. He looked anxiously around trying to make sense of shapes in the growing darkness.

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

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

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SECTION B: 40 marks

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

Read the email below that has been sent to you by criminals attempting to access your bank details.

It is clearly not from the bank due to the number of errors. There are **five**.

Identify the five errors and correct them on the email below.

[5]

[SPAM] - Verify your Lloyds Account, - Character set not allowed

Lloyds Bank [security.alert@lloyds.com]

Extra line breaks in this message were removed.

To:

Attachments:  Verify.html (22 KB)

Dear Valued Customer,

We detected irregular activity on you're Lloyds Internet banking account on 07/02/2015.

For your protection, you must verify this activity before you can continue to using your account.

We will review the activity on your account with you and on verification we will remove any restriction's placed on your account.

If you choose to ignore our request, you leave us no choice but to temporaaly suspend your account.

We ask that you allow at least 72 hours for the case to be investigated and we strongly recommend you verefy your account in that time.

Best regards,

Lloyds Bank - Internet Banking

SECTION B: 40 marks

B2. *In this section you will be assessed for the quality of your **writing** skills.*

20 marks are awarded for communication and organisation; 15 marks are awarded for writing accurately.

You should aim to write about 350-500 words.

Choose **one** of the following for your writing: [35]

Either, (a) Write about a memorable journey you have made.

Or, (b) “It is really important that kids spend as much time travelling and learning as possible from a young age.”
(Sir Richard Branson)

Write an essay to explain the extent to which you agree with this view, giving clear reasons and examples.

When using information from the texts, you will need to present it in your own words.

The space below can be used to plan your work before starting your writing on the next page. You may continue on an extra sheet of paper should you need it.

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Additional answer pages for answers to Sections A and B

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GCSE

ENGLISH LANGUAGE

UNIT 2

**Reading and Writing: Description, Narration and
Exposition**

**Resource Material (SPECIMEN PAPER)
For use with Section A**

TEXT A shows information from the Australian Tourism Board.

Visitor profile to Australia in 2012



47% repeat visitors
68% of total arrivals are for leisure
45-59 years largest demographic
\$7,036 average spend
47 nights average stay
Oct-Jan and **May-Jun** peak booking period
Dec-Feb and **Jul-Aug** peak travel period

TEXT B is an extract taken from Bill Bryson's travel writing about his experiences in the different states in America, a book called 'The Lost Continent'. Here he describes the scene of a recent forest fire in Nevada.

The road was steep and slow and it took me much of the afternoon to drive the hundred or so miles to the Nevada border. Near Woodfords I entered the Toiyabe National Forest, or at least what once had been the Toiyabe National Forest. For miles and miles there was nothing but charred land, mountainsides of dead earth and stumps of trees. Occasionally I passed an undamaged house around which a firebreak had been dug. It was an odd sight, a house with swings and a paddling pool in the middle of an ocean of blackened stumps. A year or so before the owners must have thought they were the luckiest people on the planet, to live in the woods and mountains, amid the cool and fragrant pines. And now they lived on the surface of the moon. Soon the forest would be replanted and for the rest of their lives they could watch it grow again inch by annual inch.

I had never seen such devastation – miles and miles of it – and yet I had no recollection of having read about it. That's the thing about America. It's so big that it just absorbs disasters, muffles them with its vastness. Time and again on this trip I had seen news stories that would elsewhere have been treated as colossal tragedies – a dozen people killed by floods in the South, ten crushed when a store roof collapsed in Texas, twenty-two dead in a snowstorm in the east – and each of them treated as a brief and not terribly important diversion between ads for soap powder and cottage cheese. Partly it is a consequence of that inane breeziness common to local TV newsreaders in America, but mostly it is just the scale of the country.

TEXT C is taken from a series of articles by the journalist Jon Krakauer who describes his feelings on an expedition to climb Mount Everest in May 1996.

I stood on the top of the world with one foot in Tibet and the other in Nepal. I cleared the ice from my oxygen mask and hunched a shoulder against the wind. I stared absently at the vast sweep of earth below. I understood in some detached way that it was a spectacular sight. I'd been fantasizing about this moment, and the release of emotion that would accompany it, for many months. But now that I was finally here, standing on the summit of Mount Everest, I just couldn't summon the energy to care.

It was the afternoon of May 10. I hadn't slept in 57 hours. The only food I'd been able to force down over the preceding three days was a bowl of Ramen soup and a handful of peanut M&M's. Weeks of violent coughing had left me with two separated ribs, making it excruciatingly painful to breathe. Twenty-nine thousand twenty-eight feet up in the troposphere, there was so little oxygen reaching my brain that my mental capacity was that of a slow child. Under the circumstances, I was incapable of feeling much of anything except cold and tired.

TEXT D is taken from an article published in the TES magazine about the challenges and benefits of organising school trips.



School trips can be particularly daunting for teachers, but the benefits are worth it

Summer term for many teachers means taking children out of the classroom. For teachers this can be worrying, particularly if you have never organised a school trip before.

Whatever the destination, teachers agree that the benefits of taking pupils on a trip compensate for the worries. A report from Ofsted called *Learning outside the classroom* revealed that pupils' participation and achievement can benefit significantly from getting involved with activities outside the classroom.

While some schools are put off by financial and workload concerns, the report shows schools that have curricular provision classed as *outstanding or *improving have overcome these barriers so it's worth going the extra mile.

Careful planning is required, which can be time consuming, but involving other members of staff can make it easier for teachers to organise school trips. Any time spent planning is worthwhile as the benefits are immense. One teacher noted that, "It's a powerful experience to give the child."

Another teacher added, "Cost is a problem. But all children have to be able to go." She introduced a weekly savings scheme which helped pupils pay for a trip at the end of term. The cost of school trips can also be reduced by visiting places that are free of charge.

*The terms 'outstanding' and 'improving' are Ofsted classifications of school performance.

TEXT E is taken from a short story, 'The Shah of Blah', by Salman Rushdie. It is about a boy named Haroun and his father, Rashid, and his mother, Soraya. It is set in an imaginary country called Alifbay.

There was once, in the country of Alifbay, a sad city, the saddest of cities, a city so ruinously sad that it had forgotten its name. It stood by a mournful sea full of glumfish, which were so miserable to eat that they made people belch with sadness even though the skies were blue.

5 In the north of the sad city stood mighty factories in which (so I'm told) sadness was actually manufactured, packaged and sent all over the world, which never seemed to get enough of it. Black smoke poured out of the chimneys of the sadness factories and hung over the city like bad news.

10 And in the depths of the city, beyond an old zone of ruined buildings that looked like broken hearts, there lived a happy young fellow by the name of Haroun, the only child of the storyteller Rashid Khalifa, whose cheerfulness was famous throughout that unhappy metropolis, and whose never-ending stream of tall, short and winding tales had earned him not one but two nicknames. To his admirers he was Rashid the Ocean of Notions, as stuffed with cheery stories as the sea was full of glumfish; but to his jealous rivals he was the Shah of Blah. To his wife, Soraya, Rashid was for many years as loving a husband as
15 anyone could wish for, and during these years Haroun grew up in a home in which, instead of misery and frowns, he had his father's ready laughter and his mother's sweet voice raised in song.



GCSE ENGLISH LANGUAGE

UNIT 3

Reading and Writing: Argumentation, Persuasion and Instructional

SPECIMEN PAPER

2 hours

ADDITIONAL MATERIALS

Resource Material.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Answer **all** questions in Section A.

Answer **both** questions in Section B.

Write your answers in this booklet.

You are advised to spend your time as follows:

- | | |
|-----------|--|
| Section A | - about 10 minutes reading |
| | - about 50 minutes answering the questions |
| Section B | - about 10 minutes planning |
| | - about 50 minutes writing |

INFORMATION FOR CANDIDATES

Section A (Reading): 40 marks

Section B (Writing): 40 marks

The number of marks is given in brackets at the end of each question or part-question.

SECTION A (Reading): 40 marks

In the **separate Resource Material** there are six texts on the theme of 'Health and Safety' labelled **Text A-F**. Read each text carefully and answer **all** the questions below that relate to each of the texts. Additional answer pages are available at the back of this paper should you require them.

TEXT A

A1. What does the word "by" mean in example 2? [1]

- a) any age near to 35
- b) exactly at the age of 35
- c) after the age of 35
- d) before the age of 35



A2. Which weather event poses the most risk to a person's safety?
..... [1]

A3. Which form of transport poses the least risk to a person's safety?
..... [1]

TEXT B

A4. Put these instructions in the order that they would best be completed. The first one has been done for you: [3]

- 1. *Establish a committee to handle health and safety.*
- 2.
- 3.
- 4.

TEXT C

A5. Tick the box that best describes the purpose of this text: [1]

- a) Personal use
- b) Public use
- c) Occupational use
- d) Educational use

A6. **In your own words**, summarise **five** main reasons in this report why pupils are being taken on fewer school trips and activities. [5]

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TEXT D

A7. Select **two** facts from this text about engine failure. [2]

1.

2.

A8. How does this text try to persuade the reader that flying is safe? [5]

Refer to the language used by the writer to influence the reader.

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TEXT E

A9. Select **one** reason from the list below that best explains why the writer quotes Dr Mike Esbester? [1]

- a) he is a qualified expert
- b) he is a Health & Safety official
- c) he is from Portsmouth University
- d) he is overzealous about Health & Safety

A10. How does Nicola Barry try to convince her readers that health and safety officials are “stupid and petty”? [10]

Refer to the language and structure used by the writer in your response.

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Additional answer pages for answers to Sections A and B.

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GCSE

ENGLISH LANGUAGE

UNIT 3

**Reading and Writing: Argumentation, Persuasion and
Instructional**

Resource Material (SPECIMEN PAPER)

For use with Section A

TEXT A shows information about risks to safety.

YOUR ODDS OF DEATH

CAUSES OF DEATH:

- 1. Cardiovascular disease: 1 in 2**
- 2. Smoking (by age 35): 1 in 600**
- 3. Bicycle accident: 1 in 88,000**
- 4. Tornado: 1 in 450,000**
- 5. Lightning: 1 in 1.9 million**
- 6. Bee sting: 1 in 5.5 million**
- 7. U.S. commercial jet airline: 1 in 7 million**

TEXT B is a series of instructions for covering safety in your place of work.

Keep a record of any incidents

All the relevant information about an accident must be recorded including statements from any witnesses. Report the incident to your local Environmental Health Department.

Conduct risk assessments

Do this thoroughly and regularly and you're well on the way to protecting your place of work.

Create your health and safety policy

This needs to be drafted and then reviewed regularly to ensure it is up to date. Ultimately, you are accountable and need to ensure that adequate arrangements are in place.

Establish a committee to handle health and safety

The committee will be responsible for ensuring that all risk assessments and procedures are followed. They are also responsible for writing health and safety policies.

TEXT C is a report on safety in schools and colleges written by the Association of Teachers and Lecturers (ATL).

Thirty-one per cent of education staff said that they have taken the pupils they work with on fewer school trips and activities over the last three years.

A head of department at a school in England said: "I get all excited about organising a new trip and then my heart sinks when I realise how much paperwork it entails. I reckon about 100 hours of planning to organise a five-day trip abroad. Risk assessments for every moment of the day and night are ridiculous."

A house leader at an independent secondary school in England stated: "The form filling to run a school trip and the costs that are passed onto pupils as a result of having to pay for supply cover are more off-putting than what could go wrong."

There continue to be concerns from some staff over accountability. A primary school teacher in Northern Ireland said: "In spite of fears of litigation I will continue to take trips, as I do it for the children's sake—but it is a very real fear for me."

A teacher at a primary school in Wales added: "I don't fear being sued but I do worry if something were to go wrong I would be held accountable."

The pressure on exam results, taking pupils out of other examination subjects and less time actually available due to existing examination systems has also contributed to a decline in the number of trips and activities in some schools.

TEXT D is a webpage entitled 'How Safe is Flying?'

How Safe Is Flying?

Discover How Safe Flying Really Is!

1. **Pilots are professionals.** Pilots strive to give you (the passenger) the smoothest flight possible because that's how they know they are doing a good job.
2. **Commercial pilots are thought to be boring people.** Before Airlines hire a pilot, the pilot must take rigorous psychological tests to ensure he/she is someone who is detailed oriented and takes little or no risks in life. Nice people, but boring :)
3. **Pilots often go a full career without ever experiencing an engine failure.**
4. **Airplanes can fly safely to their destination if one engine fails.** If flying on a two engine plane, one engine went out, the aircraft could fly with just one.
5. **If all engines were to stop at cruising height (35,000 feet) an aircraft can glide for 30 minutes before it lands on the ground.** An aircraft has the ability to glide 120 miles because all the controls work as if the engines were still going.
6. **No flying bird can stop a jet engine.** During the testing phase, testers throw whole dead chickens through the jet engines to ensure they maintain full functionality.

TEXT E is part of a blog written by journalist Nicola Barry.

The problem of over-keen Health & Safety officials is nothing new. According to Dr Mike Esbester, of the University of Portsmouth, but is, in fact, a century old. He describes some of the early Health and Safety advice as “unintentionally hysterical”. We seem to have learned nothing in all that time and over-cautious is still the name of the game. The enthusiasm of officials to protect us from life’s knocks and bruises just makes them look stupid and petty.

You shouldn’t play conkers at school. Rugby is too tough for small boys. You name it, some idiot from Health & Safety has outlawed it. For example, in Dundee the council banned the sale of homemade cakes at a school fundraiser. If home baking isn’t good enough for a school fun day how come it is good enough to eat round the kitchen table?

It’s difficult to comprehend the mindset of a true jobsworth. It’s a term usually used to describe a council official or parking attendant; a person whose favourite line tends to be, “It’s more than my job’s worth to let you off, mate,” while enforcing some petty regulation or other. They are always people with very little authority. In fact, being a jobsworth gives them the only power they are ever likely to enjoy in their dull little lives, which is why they relish every moment of it.

How did people ever begin sticking their noses into business which did not concern them? Local authority and government employees, people who say they are public servants, who are paid with our council and income taxes, seem to think they know what is best for us. Before they invent their little rules, there is no consultation, no deliberation – just this hard-and-fast diktat which makes absolutely no sense to 99 per cent of the population it affects. It would be better if we just stayed indoors, didn’t go anywhere or do anything.

Everyone, especially schoolchildren, has to take risks. It is part and parcel of growing up.

TEXT F is a response to Nicola Barry’s blog by Karen Townsend.

Your post makes me so sad. Yes, we can all quote some anecdote about a town hall bureaucrat who bans conkers or forbids scones. We all know of some manager who just doesn’t understand or have the training and is so afraid he/she will lose their job that they over-risk-assess. Replacing common-sense with what they believe the law requires. But the examples you quote do not reflect ‘the law’.

I was formerly employed as an HM Inspector of Health & Safety. The ‘what-the-hell’ attitude is what kills. The pressure from a boss to finish a job at speed results in disabled machinery guards and finally, mutilations and disability or death. Working from height can kill if the safety equipment is not supplied or adequate or the employee does not know the safe procedure. Construction sites can be lethal.

I spent the first few months asking my then boss: ‘But why on earth would anyone put their hand/finger/leg/body in there?’ And the rest of the time learning that people do really daft things.

The Dundee ban related to the potential risk of bacteria etc. in home-baked goods—not its fattening effects. The Council took their (O.T.T.) step because they were running scared of personal injury claims. Our society has become increasingly litigious - and this in turn drives increasing caution in service-provider decisions. You may as well blame the trend to litigation as rant about ‘health and safety’.



GCSE

ENGLISH LANGUAGE

UNIT 2 MARK SCHEME

**Reading and Writing: Description, Narration and
Exposition**

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 (40 marks)**TEXT A**

- A1. What percentage of visitors have been to Australia before? [1]

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

Award **one** mark for:

47% / forty-seven percent

- A2. The information refers to “demographic”. Select **one** definition from the list below that best defines a ‘demographic’? [1]

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

Award **one** mark for:

c) a way of grouping people

- A3. Explain what is meant by “peak booking period” and “peak travel period”. [2]

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

- Award **one** mark for candidates who demonstrate an understanding of one of the terms as outlined below.
- Award **two** marks for candidates who clearly demonstrate the difference between the two, i.e. peak booking period is the time (of year) when the most bookings (for travel to Australia) are made, and peak travel period is the time (of year) when the most people travel (to Australia).

No marks should be awarded for candidates who simply state that these are different times of the year or fail to give a reasonable explanation of at least one of the terms.

TEXT B

- A4. What is meant when Bryson writes that the owners “lived on the surface of the moon” since the forest fire? [1]

This question tests the ability to interpret meaning.

Do not award credit for candidates who say that you cannot live there / there is no life.

Award **one** mark for candidates who explain that the fire has destroyed vegetation or plant life (and left the area looking like the surface of the moon) / the fire has left the area bare or barren / it is not a pleasant place to live.

Reward valid alternatives.

A5. What does Bryson say about American attitudes to disasters? [5]

Refer to the language he uses in your response.

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

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

Give 1 mark to those who identify and begin to comment on one or two superficial details with linked basic textual reference.

Give 2 marks to those who identify and give straightforward comments on some of the attitudes of Americans in general supported by straightforward textual references.

Give 3 marks to those who begin to show some understanding of the attitudes in the text supported by appropriate textual references. Candidates begin to analyse the language and tone used to convey attitudes.

Give 4 marks to those who make accurate comments about the attitudes of Americans in general supported by well-selected textual references. Candidates analyse the language and tone used to convey attitudes.

Give 5 marks to those who make accurate and perceptive comments about the full range of attitudes supported by convincing, well selected examples and purposeful textual references. Candidates demonstrate well-considered analysis of how language and tone are used to effectively convey attitudes.

Details candidates may explore or comment on could be:

- America “absorbs disasters” due to its size
- America views disasters differently from other countries where there would be seen as “colossal tragedies”
- Disasters are seen as “diversions” between adverts on TV as they are “not terribly consequential”
- Local TV news coverage leans towards “breeziness”

Overview:

- Limited media coverage suggests Americans do not view disasters as being as important as they would be perceived in other countries.

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

TEXT C

- A6. Which two countries have their borders at the top of Mount Everest? [1]

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

The **two** correct countries must be identified for **one** mark to be awarded:

Tibet and Nepal

- A7. How did Jon Krakauer feel when he reached the top of Mount Everest? [5]

You must use evidence from the text to support your answer.

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 some aspects of what it was like to climb Everest with linked basic textual reference.

Give 2 marks to those who identify and give straightforward comments on what it was like for Krakauer to get to climb Everest supported by straightforward textual references.

Give 3 marks to those who explain what it was like for Krakauer to climb Everest and begin to show some understanding of how his language is used to achieve effects and describe the experience supported by appropriate textual references.

Give 4 marks to those who make accurate comments about what it was like for Krakauer to climb Everest and begin to analyse how language is used to achieve effects and describe the conditions and experience supported by well-selected textual references.

Give 5 marks to those who make accurate and perceptive comments on a wide range of examples about what it was like for Krakauer to climb Everest and provide detailed analysis of how language is used to achieve effects and describe the conditions and subtleties of the experience supported by convincing, well selected examples and purposeful textual references.

Details candidates may explore or comment on could be:

- He felt the weather was against him / The conditions were difficult – “ice”, “hunched...against the wind”
- He found it difficult to breath
- He was “detached” from the experience which he knew should have been “spectacular”
- This moment was something he had been “fantasizing about” and clearly meant a lot to him
- However, he was so exhausted he did not have the “energy to care”
- He was tired and hungry as he had not slept or eaten much in the last three days
- The climb had physically taken its toll on him, “violent cough”, “separated ribs”, “painful to breathe”
- He had also been mentally affected due to the lack of oxygen, “a slow child”
- He is left unable to take pleasure in his achievement as all he can feel is “cold and tired”

Overview:

- This was an occasion he had been dreaming about and was unable to enjoy
- He seems remote, “detached” from his accomplishment
- The physical and mental effects are all-consuming

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

TEXT D

- A8. Which of the following is **not** a benefit of summer term school trips, according to the article? [1]

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

Award **one** mark for:

- c) They can provide a focus for parental savings schemes

- A9. Identify two challenges that teachers may face when organising school trips. What advice does the article give to help teachers to overcome each of these challenges.

This question tests the ability to summarise information and link ideas within the text.

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

Challenges

- financial (or cost)
- workload concerns

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

Advice

- introduction of a weekly savings scheme for pupils
- visiting places that are free of charge to reduce cost
- careful planning to help manage workload
- involving other members of staff to share workload

TEXT E

- A10. Identify **three** ways that different people see Rashid. [3]

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, **to a maximum of three**:

- the Ocean of Notions
- the Shah of Blah
- loving husband

- A11. In lines 10 and 11 the writer refers to “that unhappy metropolis”. Select **one** definition from the list below that best describes a ‘metropolis’? [1]

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

Award **one** mark for:

- d) busy city

- A12. How do the writers present the places of Toiyabe National Forest in Nevada and the city of Alifbay in **Text B** and **Text E**? [10]

You must refer to both texts to support your comments on the language the writers have used.

This question tests the ability to synthesise information effectively from more than one text, interpret themes, meaning and ideas in a text and to use inference and deduction skills to retrieve and analyse details.

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 what the places are like.

Give 3-4 marks to those who identify and give straightforward comments on some examples of how the places are presented. These responses will simply identify some linguistic terminology/techniques.

Give 5-6 marks to those who explain how a number of different examples create a sense of place, and begin to show some understanding of how language and techniques are used to achieve effects and influence the reader. These responses will begin to use relevant linguistic terminology accurately to support their comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples create a sense of each place, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Linguistic terminology is used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples create a powerful image of each place, and provide detailed analysis of 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. Well-considered, accurate use of linguistic terminology supports comments effectively.

Details candidates may explore or comment on could be:

TEXT B

- The language suggests total devastation of “what once had been the Toiyabe National Forest” / “nothing but charred land” / “dead earth” / “stumps of trees” (tripling)
- This sight of anything undamaged was unusual—“Occasionally I passed an undamaged house” / “an odd sight”
- Bryson emphasises the contrast between how the National Park had been before the fire and how it is now for residents—“luckiest people on the planet” / “ocean of blackened stumps”
- Repetition of images which suggest an absence of life and growth—“dead earth and stump of trees” / “blackened stumps”
- The image of “they lived on the surface of the moon” emphasises the barren landscape where nature struggles to grow
- The bleakness of the place is reinforced by Bryson’s acknowledgement that it will take a very long time for the area to recover—“they could watch it grow again inch by annual inch”
- Bryson had never witnessed such a catastrophe—“I have —never seen such devastation”
- The language reinforces the totality of the disasters— “dead earth”, “miles and miles of it”

TEXT E

- Alifbay is presented as a sad city
- repetition of “sad” —emphasises its glumness
- superlative used “the saddest of cities” —nowhere is sadder
- it has been ruined by the sadness in the city
- “it had forgotten its name”—it is not worth remembering
- there was a “mournful sea” / the sea is personified to demonstrate how widespread the sadness is
- even the animals in the area, “full of glumfish”, are affected by sadness
- the glumfish taste bad adding to the general unhappiness, “miserable to eat”
- everyday actions like belching are affected “people belch with melancholy”
- residents are not cheered “even though the skies were blue”
- “mighty factories” stood in the north of the city / it sounds grim and industrial
- “sadness was ... manufactured, packaged and sent all over the world” —the city is a world-leader when it comes to sadness / experts at making sadness
- there seems to be an unending supply of sadness, “never seemed to get enough of it”
- “black smoke” poured out of the chimneys—there is a lot of it / black is associated with sadness and mourning
- the black smoke “hung over the city like bad news” —it is inescapable / threatening

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

Editing

1. Read the paragraph below and then answer the questions that follow: [2]

Carrie had a **reputation** for cleanliness. Everyone expected the house to be spotless but her moods were harder to **predict**.

(a) Award **one** mark for:

C) reputation

(b) Award **one** mark for:

B) predict

2. Circle the pair of words that best fit the meaning of the sentence below: [1]

I was **overjoyed** to see the old house again; yet as I stood there a growing sense of **anxiety** crept up on me.

Award **one** mark for the correct answer B).

Options A), C) and E) do not recognise the introduction of contradiction/change signalled by the connective “yet”.

Option D) does not make sense in the context of the sentence.

3. Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow: [2]

Correct order:

1. The old man hobbled down the deserted lane, rushing as fast as he could to get home.
2. He looked anxiously around trying to make sense of shapes in the growing darkness.
3. But his eyes were failing him in the fading light.
4. Nevertheless, he could still hear like an owl, and the rustling in the hedgerow unnerved him.
5. As he realised the noises of the night were more human than animal, terror overtook him.

(a) Sentence 4 – **one** mark

(b) Sentence 2 – **one** mark

B1. Award **one** mark for each of the following errors appropriately corrected, to a **maximum of five**:

[5]

<p>Dear Valued Customer,</p> <p>We detected irregular activity on <u>you're</u> Lloyds Internet banking account on 07/02/2015.</p> <p>For your protection, you must verify this activity before you can <u>continue to using</u> your account.</p> <p>We will review the activity on your account with you and on verification we will remove any <u>restriction's</u> placed on your account.</p> <p>If you choose to ignore our request, you leave us no choice but to <u>temporaly</u> suspend your account.</p> <p>We ask that you allow at least 72 hours for the case to be investigated and we strongly recommend you <u>verefy</u> your account in that time.</p> <p>Best regards,</p> <p>Lloyds Bank - Internet Banking</p>	<p>your</p>
	<p>continue to use / continue using</p>
	<p>restrictions</p>
	<p>temporarily</p>
	<p>verify</p>

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

GCSE

ENGLISH LANGUAGE

UNIT 3 MARK SCHEME

**Reading and Writing: Argumentation, Persuasion and
Instructional**

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 (40 marks)

TEXT A

- A1. What does the word “by” mean in example 2? [1]

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

Award **one** mark for:

d) before the age of 35

- A2. Which weather event poses the most risk to a person’s safety? [1]

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

Award **one** mark for:

Tornado

- A3. Which form of transport poses the least risk to a person’s safety? [1]

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

Award **one** mark for:

U.S. commercial jet airline

TEXT B

- A4. Put these instructions in the order that they would best be completed. The first one has been done for you: [3]

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

1. Establish a committee to handle health and safety.

Award **one** mark for each of the following in the correct order, **to a maximum of three**:

2. Create your health and safety policy
3. Conduct risk assessments
4. Keep a record of any incidents

TEXT C

- A5. Tick the box that best describes the purpose of this text: [1]

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

Award **one** mark for:

- c) Occupational use

Whilst the content of this text is about education, its purpose is not 'educational'; it is a report for educationalists relating to their jobs.

- A6. **In your own words**, summarise **five** main reasons in this report why pupils are being taken on fewer school trips and activities. [5]

This question tests the ability to synthesise and summarise information.

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

- There is lots of form filling to be done before a trip ("paperwork")
- The volume of preparation that is required ("100 hours of planning")
- Teachers have to complete "risk assessments" and think about all the things that could go wrong
- The cost of teachers' time in preparing for trips is expensive ("costs that are passed onto pupils")
- Teachers are worried that they could be taken to court if something goes wrong ("fears of litigation")
- Teachers are concerned that they are responsible for everything on a trip ("if something were to go wrong I would be held accountable")
- There is more pressure on preparing students for examinations and therefore "less time actually available" for taking trips

Where candidates have exclusively copied chunks of the text as their response, no marks are to be awarded.

TEXT D

- A7. Find and copy **two** facts from this text about engine failure. [2]

This question tests the ability to distinguish between facts or evidence and opinions, bias and argument.

Award **one** mark for each of the following correctly identified, **to a maximum of two**:

- Pilots often go a full career without ever experiencing an engine failure.
- Airplanes can fly safely to their destination if one engine fails.
- If all engines were to stop at cruising height (35,000 feet) an aircraft can glide for 30 minutes before it lands on the ground.

A8. How does this text try to persuade the reader that flying is safe? [5]

Refer to the language used by the writer to influence the reader.

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 mark 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 2 marks to those who identify and give straightforward comments on some examples of persuasive content. These responses will simply identify some facts and/or evidence.

Give 3 marks to those who explain how a number of different examples from the text persuade, and begin to show some understanding of how language and techniques are used to achieve effects and influence the reader. These responses will begin to use relevant linguistic terminology accurately to support their comments.

Give 4 marks to those who make accurate comments about how a range 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 are used accurately to support comments effectively.

Give 5 marks to those who make accurate and perceptive comments about how a wide range of different examples from the text persuade, and provide detailed analysis of how language and technique 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. Well-considered, accurate examples support comments effectively.

Details candidates may explore or comment on could be:

- The reader is reassured by the pilots being described as “professionals”
- Pilots are shown to be working hard to assure the safety of passengers – “strive”
- Further reassurance is given in knowing that pilots have to undergo “rigorous psychological tests” that mean the tests are difficult and will eliminate anyone unsuited to the challenges of the job
- Very few pilots experience engine failure in their entire careers
- Even if something goes wrong like one engine failing, aircraft can “fly safely”
- Aeroplanes can “maintain full functionality” even if a bird flies into the engine

Overview:

- The language is positive and reassuring: “professional”, “safely”, “full functionality”
- There is extensive testing of both pilots and aircraft
- The tone is light-hearted / intended to reassure – “Nice people, but boring :)”
- There are lots of facts and evidence to suggest that these claims are irrefutable

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

TEXT E

- A9. Select **one** reason from the list below that best explains why the writer quotes Dr Mike Esbester? [1]

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

Award **one** mark for:

- a) he is a qualified expert

Whilst Dr Mike Esbester is from the University of Portsmouth this is not a valid reason for quoting him without an understanding that he is an expert in this field.

- A10. How does Nicola Barry try to convince her readers that health and safety officials are “stupid and petty”? [10]

Refer to the language and structure used by the writer in your response.

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 1-2 marks to those who identify and begin to comment on some examples presented in the text about health and safety officials, 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 the writer’s views about health and safety officials. These responses will provide some simple understanding of examples from the text that show the writer’s views.

Give 5-6 marks to those who explain how a number of different examples from the text convey the writer’s views, and begin to show some understanding of how language and tone are used to achieve effects and influence the reader. These responses will use relevant textual examples accurately to support their comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples from the text convey the writer’s views, and begin to analyse how language and tone are used to achieve effects and influence the reader. Carefully selected textual references are used to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from the text that convey the writer’s views, and provide detailed analysis of how language and structure are used to achieve effects and influence the reader. Subtleties of the writer’s technique are explored in relation to how the views are presented. Well-considered, accurate use of textual references supports comments effectively.

Details candidates may explore or comment on could be:

- H&S officials go too far in their job / they are “overzealous”
- She implies their desire to “protect us from life’s knocks and bruises” is unnecessary
- She thinks they make themselves makes them look stupid and petty but being overly protective
- She cites some of activities she considers to be harmless that have been “outlawed” by “some idiot from health & safety”
- She refers to them as ‘jobsworths’
- She thinks they are unlike other people as they are “difficult to comprehend”
- She thinks that they are only concerned with insignificant rules – “petty regulation”
- She feels that these officials are “people with very little authority” but they think they are more important than they are.
- She believes they take great pleasure (“relish”) in using what little authority they have
- She thinks that these officials will never amount to anything better – “only power they are ever likely to enjoy”
- She suggests they are uninteresting people by accusing them of having “dull little lives”
- She implies they are rude – “sticking their noses in...”

Overview:

- She is dismissive of them and their endeavours to protect

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

TEXT F

- A11. Both **Texts E and F** are about health and safety. Compare the following:
- the writers' attitudes to health and safety;
 - how they get across their arguments.
- [10]

This question tests the ability to analyse and respond to texts and their subtexts, using inference and deduction and linking ideas within or across texts.

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

Give 1-2 marks to those who identify basic differences.

Give 3-4 marks to those who identify and give a straightforward description of the different attitudes.

Give 5-6 marks to those who identify the differences and make some comparisons, commenting on how the writers' attitudes are conveyed.

Give 7-8 marks to those who make detailed comparisons, with valid comments on how the writers convey their attitudes.

Give 9-10 marks to those who make comparisons that are sustained and detailed, showing clear understanding of how the writers convey their attitudes.

Details candidates may explore or comment on could be:

- evidence for arguments (both cited professional expertise)
- differing tone (Barry – incredulous; Townsend – reasonable)
- language content (“over-cautious” / “mutilations and disability and death”;
- sense of audience (effect on language choices – Barry’s rhetorical questions; Townsend’s sense of unity “We all know of some manager...”)
- anecdotal / specifics based on experience

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

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 (9-10 marks)	<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 (9-10 marks)	<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 (7-8 marks)	<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 (7-8 marks)	<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 (5-6 marks)	<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 (5-6 marks)	<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 (3-4 marks)	<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 (3-4 marks)	<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 (1-2 marks)	<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 (1-2 marks)	<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		



GCSE

ENGLISH LANGUAGE

SPECIMEN CONTROLLED ASSESSMENT

UNIT 1 Oracy

Task 1 – Individual Researched Presentation

Instructions for Teachers

You are advised to read pages 12-16 of the specification for detailed advice concerning the administration of controlled assessment.

Candidates should choose from the five themes set for this assessment and present individually information on any aspect or aspects relating to one of the following themes:

1. Wales
2. Leisure
3. The World of Work
4. The World of Science / Technology
5. Citizenship.

Candidates have one week prior to the assessment to research their topic.

Candidates are permitted to investigate the topic by using the internet, reading newspapers / magazines or listen to the news.

It is not permissible for the presentation to be scripted. It must be emphasised that this is not a reading task, but rather an oral presentation prepared by the candidate.

Information technology such as PowerPoint may be used, only as a resource to facilitate the presentation.

Teachers should retain any bullet points or PowerPoint presentations at the end of the presentation.

At the end of the presentation, other students could be allowed to ask questions.

An individual presentation should last between five to seven minutes and may include responding to any questions the audience may have on the presentation.

Task 2 – Responding and Interacting

Instructions for Teachers

You are advised to read pages 12-16 of the specification for detailed advice concerning the administration of controlled assessment.

Stimulus material can be shown to the candidates one week before they complete the task. It will assist them to think of ideas on the topic but they can also refer to other relevant issues not referred to in the stimulus material.

Teachers should collect the stimulus material at the end of each preparation period.

Candidates are allowed to research the topic by using the internet, read newspapers / magazines or listen to the news.

Candidates should express their opinions on the topic with other members of the group and give reasons for their opinions.

Candidates may refer to personal experiences or other experiences if they are relevant to the discussion.

No scripting of the discussion is allowed – it should be a natural discussion. It must be emphasised that this is not a reading task.

Candidates are allowed to use **brief notes only** with the stimulus material when they complete the task.

The task should last 10 minutes.

Exemplar Stimulus Material (1)

CRIME IN WALES

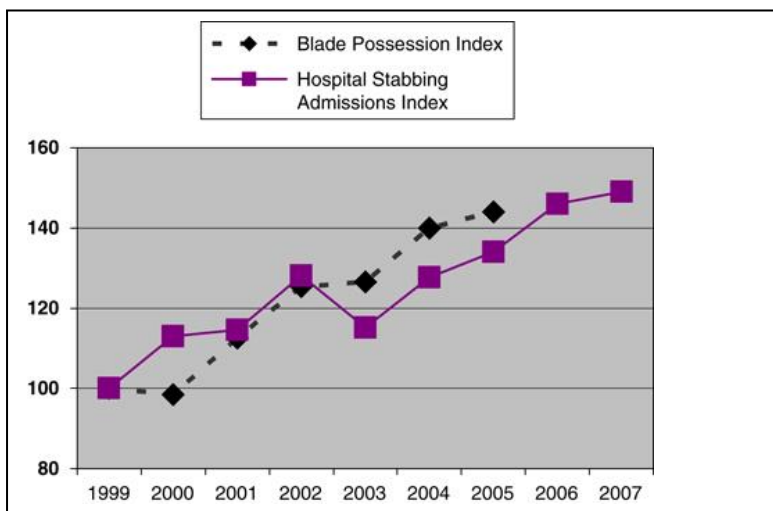
In your groups, discuss some, or all, of these points:

- The effects low level crimes such as anti-social behaviour, littering, graffiti, etc. have on communities.
- There should be tougher penalties for criminals, particularly for those committing serious crime.
- If people were allowed to carry guns, Wales would be a safer place to live.
- We live in a very dangerous world and therefore we should be able to take the law into our own hands.

Remember that you can refer to other relevant matters that are not on this sheet as well.

Figures obtained by the Echo show that South Wales Police are finding increasing numbers of people in possession of blades or pointed articles in schools and public places.

WalesOnline



A senior police officer has warned that too many young people are being criminalised for behaviour that a generation ago would simply have been regarded as "growing up".

Jacqui Cheer, the Association of Chief Police Officers' lead on children and youth, said society was becoming "quite intolerant" of young people in public spaces, and the public and police were too ready to label "what looks like growing up to me as antisocial behaviour".

www.theguardian.com

- Police recorded crime in Wales fell by 20 per cent between 2003 and 2009; there was a similar fall in England.

- In Wales, police recorded crime for burglary and car crime fell by a third between 2003 and 2009; there were similar falls in England.

- According to the British Crime Survey the rate of personal crime in Wales has fallen by a quarter and household crime by nearly a fifth between 2006 and 2009.

- In 2010 the rates of police recorded violent crime in South Wales and Gwent were similar to the averages for Wales, England, and most police force areas in England (apart from London which was high); the North Wales rate was a shade higher than these averages; and Dyfed-Powys much lower.

Welsh Government Report (2014)

Exemplar Stimulus Material (2)

An Independent Wales

In your groups, discuss some, or all, of these points:

- Wales should not be subject to laws passed in England.
- Having total separation from the other countries in the United Kingdom would be a good thing for everyone in Wales.
- If Scotland has a vote on whether to be an independent country, then so should Wales.
- There is not enough business or industry in Wales for the country to be independent.
- What would happen to education, the health service, police services, etc. in an independent Wales?

Remember that you can refer to other relevant matters that are not on this sheet as well.

The maths about independence has not happened partly because of the black hole that would exist in Wales' annual finances in the event of independence.

The economist Gerry Holtham has put it at around £12bn that would need to be found. Here's the rough breakdown: the Welsh Government spends £15bn, the UK Government spends around £10bn in social security payments in Wales and there is £5bn on top if you take into account Wales's share of spending in areas like defence. The tax take is around £18bn.

www.bbc.co.uk

A YouGov poll in January found only 12% support for Wales becoming independent, with nearly three-quarters polled (74%) against, while only 9% believed Wales would be economically better-off if independent, compared to 69% who believed Wales would be worse-off.

www.walesonline.co.uk

Regardless of Wales' natural wealth which no one has properly valued (unlike, say, Scottish gas), our single most valuable resource is our people and no one can put price on the value of the people of Wales pulling together to build Wales up.

Mabon ap Gwynfor

