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# **GCSE MARKING SCHEME**

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**AUTUMN 2018**

**ENGLISH LANGUAGE - UNIT 2  
3700U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**WJEC GCSE ENGLISH LANGUAGE - UNIT 2**

**AUTUMN 2018 MARK SCHEME**

**Section A (40 marks)**

**TEXT A**

- A1. What is Park Hospital in Manchester known as today? [1]

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

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

Trafford General Hospital

- A2. Which **one** of the following statements is NOT correct? [1]

*This question tests the ability to use verbal reasoning and deduction skills to analyse information.*

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

d) The NHS would be funded through all people paying the same amount

- A3. Name two of the services that came together for the first time as part of the NHS [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**:

Hospitals, doctors, nurses, pharmacists, opticians or dentists

## TEXT B

- A4. What is meant when Aneurin Bevan is referred to as ‘a great British Statesman’? [1]

*This question tests the ability to use verbal reasoning and deduction skills to analyse information.*

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

c) He was a respected political leader

- A5. What was the main aim of the NHS? [1]

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

Award **one mark** for those who give an explanation that includes:

Free medical care, based on need regardless of wealth

- A6. How does this text convey the size of the modern-day NHS? [2]

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

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

Award up to **one mark** for appropriate selection of any of the following points:

- It has ‘a budget of over £108 billion’
- It is the ‘world’s largest publicly funded health service’
- It employs ‘more than 1.7 million’
- It provides health care to ‘over 63 million people in the UK’

Award **two marks** to those who support their selected examples/evidence with a valid explanation.

## TEXT C

- A7. Approximately, what percentage of patients did not attend their appointments in 2015? [1]

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

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

Approx. 8%

- A8. Explain why you think this poster was produced? [2]

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

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

- *To persuade/stop people from missing appointments*
- *To save money/reduce wasted spending for the NHS*

## TEXT D

- A9. List **three** things that would contribute to Dr Tony Copperfield having 'one of those days'. [3]

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

Award **one mark** for each of the following:

- The computers have crashed
- One of the other doctors is off sick
- The flu season is kicking in
- The TV doctor's advice that morning
- The switchboard is on meltdown
- The visit book being on its third page
- His first three patients coming armed with a list
- An absence of biscuits or coffee
- Constant interruptions by phone calls
- Being late for the first of three meetings
- Feeling unwell himself

## TEXT E

A10. What are Dr Tony Copperfield's thoughts and feelings about his job? [10]

*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 1-2 marks to those who identify and begin to comment on one or two superficial details with linked basic textual reference. These answers may struggle to engage with the text.

Give 3-4 marks to those who identify and give straightforward comments on some of Dr Copperfield's general thoughts and feelings supported by straightforward textual references. These answers may rely on the spotting of evidence.

Give 5-6 marks to those who begin to show some understanding of Dr Copperfield's thoughts and feelings supported by appropriate textual references. Candidates may begin to make inferences.

Give 7-8 marks to those who make accurate comments about a range of Dr Copperfield's thoughts and feelings supported by well-selected textual references. Candidates may show awareness of the writer's use of language and tone and are able to make inferences.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of Dr Copperfield's thoughts and feelings, supported by convincing, well selected examples and purposeful textual references. Candidates analyse the writer's use of language and tone and make clear inferences.

Details candidates may explore or comment on could be:

- 'Some days' he could 'give up' his job/can be frustrating
- There are many things about his job that annoy him
- 'Other days' are 'fine'
- He thinks it's 'like any other job' except 'more amplified'/extreme
- He thinks there is a lot to manage ('one way of training...'/we're contracted to provide...')
- He feels bullied by the government/under pressure
- He thinks they 'appear cynical'
- He's 'proud' of his job and thinks that other doctors are too
- As a GP, his knowledge is 'broad' but 'superficial'
- He is part of an 'excellent system'
- His role involves being an 'expert at creating order from chaos' (lots of accompanying evidence)
- It's a tricky job

Overview:

- Uses humour to show his feelings about his job vary
- Makes it clear that his job is complex/multi-faceted/requires significant juggling
- Thinks GPs do a good job and are a vital part of the system

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

- A11. This text refers to the need 'to ensure a sustainable healthcare system for the future'. Which of the following definitions best fits the word 'sustainable' in this context? [1]

*This question tests the ability to use verbal reasoning and deduction skills to analyse information.*

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

- b) something which is able to continue at an acceptable level over a period of time.



- A12. Synthesise the information from **Text C**, **Text D** and **Text E** to show the difficulties faced by the NHS [10]

*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 the difficulties faced by the NHS. These candidates may restrict themselves to one text only.

Give 3-4 marks to those who identify and give straightforward comments on some examples of the difficulties faced by the NHS, across at least two of the texts.

Give 5-6 marks to those who explain how a number of different examples present the difficulties faced by the NHS, and may begin to show some understanding of implicit meaning in the texts.

Give 7-8 marks to those who make accurate comments about a range of different examples of the difficulties faced by the NHS, using information from all three of the texts. The answer will begin to collate details effectively across all texts.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from all texts show the difficulties faced by the NHS. Well-considered confident collation skills will be evident.

Details candidates may explore or comment on could be:

#### **TEXT C**

- Too many people miss appointments
- Missed appointments cost money
- Opportunities to see and care for more patients are lost
- So many people require appointments

#### **TEXT D**

- Potentially lose GPs
- Lengthy/demanding training period for doctors
- Placing unreasonable demands on GPs (plenty of evidence on scope of job, constant juggling/multi-tasking, long hours etc, bullied into providing 'extended hours')
- 'Masses of people' who worry about their health
- Patients present 'multiple problems' in 'confusing ways' – complexity of people's illnesses

#### **TEXT E**

- The demands of an ageing population
- An increase in long-term conditions/illnesses
- Insufficient funds to meet current needs
- Budget cuts
- Outdated systems
- Fact that some people think even 'large scale changes' won't ensure it can maintain current levels
- Lack of faith in the system from current senior management

### Editing (5 marks)

A13. Read the sentence below then answer the questions which follow:

Whilst walking in the woods, Erin fell and (a) her hip and had to be (b) to the emergency ward of the hospital by ambulance.

(a) Circle the word below that best fits gap (a):  
A) bounced B) mended C) soothed D) **injured** [1]

(b) Circle the word below that best fits gap (b):  
A) left B) **taken** C) rescued D) treated [1]

A14. Circle the pair of words that best fit the meaning of the sentence below: [1]

Mrs Jones felt genuine ..... that they had missed the appointment, whereas Billy, her son, was ..... at the unexpected hour of freedom.

- (A) shock...smiling
- (B) excitement... happy
- (C) remorse... guilty
- (D) **concern... delighted**

A15. Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow:

1. Both patients and visitors had asked for fresh air to be allowed to circulate.
2. It was bitterly cold outside the hospital.
3. However, the heat on the ward was almost unbearable.
4. One woman seemed to have given up though and resorted to frantically fanning herself with a spare magazine.
5. This was because all windows remained closed, regardless of the numerous requests that they be opened.

#### Actual order

- 1) It was bitterly cold outside of the hospital.
- 2) However, the heat on the ward was almost unbearable.
- 3) This was because all windows remained closed, regardless of the numerous requests that they be opened.
- 4) Both patients and visitors had asked for fresh air to be allowed to circulate.
- 5) One woman seemed to have given up though and resorted to frantically fanning herself with a spare magazine.

(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]  
4

**SECTION B: 40 marks**

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

Read the following news bulletin.

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

Hospital emergency departments are inundated and the influenza season **hasnt** started yet. It is warned that the NHS needs to take immediate **mesures** to address this situation. This will involve opening more beds for **using** by emergency departments, taking on **aditional** personnel in key roles and identifying other hospitals which **patience** could be transferred to.

1. hasn't/has not
2. measures
3. use
4. additional
5. patients

## 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"> <li>• Mature and perceptive writing</li> <li>• Sustained and effective writing with techniques that fully engage the reader's interest</li> <li>• Appropriate register is confidently adapted to purpose/audience</li> <li>• Ideas are convincingly developed with detail, originality and creativity</li> <li>• Secure and coherent structure; there is sophistication in the shape and structure of the writing</li> </ul>	5 <i>(13-15 marks)</i>	<ul style="list-style-type: none"> <li>• Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning</li> <li>• Appropriate and effective variation of sentence structures</li> <li>• Virtually all sentence construction is controlled and accurate</li> <li>• A range of punctuation is used confidently and accurately</li> <li>• Virtually all spelling, including that of complex irregular words, is correct</li> <li>• Control of tense and agreement is totally secure</li> <li>• Very secure command of grammar</li> </ul>
4 <i>(13-16 marks)</i>	<ul style="list-style-type: none"> <li>• Clearly controlled and well-judged writing</li> <li>• Shows secure understanding of the reader's needs and how to hold interest with techniques used</li> <li>• Register is appropriately and consistently adapted to purpose/audience</li> <li>• Develops ideas with convincing detail and some originality and imagination</li> <li>• Writing is purposefully structured and clearly organised to give sequence and fluency</li> </ul>	4 <i>(10-12 marks)</i>	<ul style="list-style-type: none"> <li>• Use wide range of vocabulary with precision</li> <li>• Secure command of grammar</li> <li>• Sentence structure is varied to achieve effects</li> <li>• Control of sentence construction is secure</li> <li>• A range of punctuation is used accurately</li> <li>• Spelling, including that of irregular words, is secure</li> <li>• Control of tense and agreement is secure</li> </ul>
3 <i>(9-12 marks)</i>	<ul style="list-style-type: none"> <li>• Writing is mostly coherent and interesting</li> <li>• Clear awareness of the reader and some techniques used to meet their needs</li> <li>• Register is mostly appropriately adapted to purpose/audience</li> <li>• Ideas show development and there are some interesting effects in the writing</li> <li>• The writing is organised to give sequence and structure</li> </ul>	3 <i>(7-9 marks)</i>	<ul style="list-style-type: none"> <li>• Use a good range of vocabulary with some precision</li> <li>• Mostly consistent command of grammar</li> <li>• Sentence structures are varied</li> <li>• Control of sentence construction is mostly secure</li> <li>• A range of punctuation is used, mostly accurately</li> <li>• Most spelling, including that of irregular words, is correct</li> <li>• Control of tense and agreement is mostly secure</li> </ul>
2 <i>(5-8 marks)</i>	<ul style="list-style-type: none"> <li>• Some coherent writing</li> <li>• Some awareness how to create effect to interest the reader</li> <li>• A clear attempt to adapt register to purpose/audience</li> <li>• Develops some ideas with an occasional interesting effect</li> <li>• There is some organisation, some sequencing of ideas</li> </ul>	2 <i>(4-6 marks)</i>	<ul style="list-style-type: none"> <li>• Use some range of vocabulary</li> <li>• Command of grammar is inconsistent</li> <li>• There is some variety of sentence structure</li> <li>• There is some control of sentence construction</li> <li>• Some control of a range of punctuation</li> <li>• Spelling is usually accurate</li> <li>• Control of tense and agreement is generally secure</li> </ul>
1 <i>(1-4 marks)</i>	<ul style="list-style-type: none"> <li>• Basic coherence in the writing</li> <li>• Limited awareness of the reader</li> <li>• Some attempt to adapt register to purpose/audience</li> <li>• Some relevant content but uneven</li> <li>• Basic organisation; simple sequencing of ideas</li> </ul>	1 <i>(1-3 marks)</i>	<ul style="list-style-type: none"> <li>• Limited range of vocabulary</li> <li>• Limited range of sentence structures</li> <li>• Control of sentence construction is limited</li> <li>• There is some attempt to use punctuation</li> <li>• Some spelling is accurate</li> <li>• Control of tense and agreement is limited</li> <li>• Limited command of grammar</li> </ul>
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) Write an account of a visit to a doctor or dentist's surgery. [35]**

Purpose: To produce a narrative account

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 narratives may include some of the following:

- A range of techniques are employed to engage the audience/reader
- Candidates should demonstrate strong feelings towards their activity
- Candidates may include detailed descriptive development of ideas
- Narratives will be structured carefully to ensure cohesion and fluency
- A range of points/ideas effectively support the narrative
- Candidates are likely to give specific and/or personal examples
- The audience may be engaged through the use of humour and/or emotive appeal
- Narratives 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 narratives may be characterised by some of the following:

- Limited awareness of the audience/reader
- Candidates may seem ambivalent towards their activity
- Candidates struggle to develop ideas/opinions
- Few ideas evident/ideas may be generalised
- Content is thin/brief/lacking in substance
- Narratives lack control and there may be a tendency to simple assertion
- A limited sense of direction and purpose will be evident
- Narratives are simplistic in style and structure
- Errors may be basic and/or numerous

## Task Specific Guidance

- B2 (b) NHS staff, such as doctors and nurses, provide excellent service in difficult circumstances.**

**Write an essay to explain your views on the 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 expository essays may include some of the following:

- a range of techniques engage the audience/reader
- a clear focus on 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