



GCSE MARKING SCHEME

AUTUMN 2022

**ENGLISH LANGUAGE - UNIT 3
3700U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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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.

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SECTION A (Reading): 40 marks

*In the **separate Resource Material** there are five texts on the theme of 'Sugar' labelled Texts 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 booklet should you require them.*

TEXT A

A1. Which of the following statements best describes what sugar is? [1]

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

a natural ingredient that has been part of our diet for thousands of years

A2. What is the most common type of sugar in the body? [1]

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

glucose

A3. How many calories can be found in one teaspoon of sugar? [1]

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

15 (calories)

TEXT B

- A4. Which of the following statements best describes what is meant by the word 'addiction' in this text? [1]**

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

dependence on a particular substance or activity

- A5. Text B shows the sugar addiction cycle. Put these stages into order by numbering them to show what happens to your body during this cycle. [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.

One stage has been completed for you:

- | | | |
|----|---------------------------------|---|
| a) | hunger and cravings | 4 |
| b) | you eat sugar | 1 |
| c) | blood sugar levels fall rapidly | 3 |
| d) | blood sugar levels rise rapidly | 2 |

TEXT C

- A6. The text mentions that people choose to ‘steer clear of fatty foods’. What is meant by this? [1]**

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

- d) food that should be avoided

- A7. How does the writer try to persuade us that too much sugar is bad for our health? [8]**

This question tests the ability to use inference and deduction skills to retrieve and analyse information from written texts and reflect on the ways in which texts may be interpreted.

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

Give 1-2 marks to those who identify and begin to comment on some examples of content that are persuasive, but may struggle to engage with the text and/or the question.

Give 3-4 marks to those who identify and give straightforward comments on some different examples of persuasive content. These responses may simply identify facts and/or evidence.

Give 5-6 marks to those who clearly explain how a number 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 to support comments effectively.

Give 7-8 marks to those who make carefully considered comments about how a range of different examples from the text persuade. Analysis of how language and techniques are used to achieve effects and influence the reader will be evident. Well-considered, accurate use of linguistic terminology supports comments effectively.

Candidates may explore or comment on:

- the fact the scientists were paid to suggest that fat is the problem, not sugar
- it tells us ‘excessive sugar consumption can be devastating for our health’
- stark language used ‘brain and body’ – vital body parts are affected
- tells us that ‘reduced performance’ occurs when there’s too much sugar
- sugar can contribute to diabetes
- tells us that natural sugar can provide our energy
- shocking and serious illnesses are linked to sugar e.g. cancer
- scientific details made simple e.g. explanation of liver damage
- repeated use of illnesses linked to sugar are given
- sugar is linked to weight gain and most people do not want this

Method

- really blunt style with hard hitting facts
- each shocking fact is linked to an illustration (sometimes hard-hitting)
- bold use of colour to gain attention
- effective pictures
- the evidence is overwhelming
- use of extreme and shocking vocabulary throughout

Reward valid alternatives.

TEXT D

A8. In your own words, summarise the advice given about sugar in your diet. [4]

This question tests the ability to summarise information.

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

- added sugar is dangerous/bad for you/increases illness
- natural sugar can be unhealthy/not better for (if added)
- do not cut all sugar out (or you will not have a balanced diet)
- eat unsweetened foods
- avoid/reduce/eat less/increase awareness of sugar (to lose weight)

A9. In Text D, the writer states that it is 'trendy to be sour on sugar'. Explain what this phrase means. [1]

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

That it is fashionable / popular to be against / anti-sugar

A10. Give one reason why Text D may not be a reliable source. [1]

This question tests the ability to interpret meaning and ideas in challenging writing and understand and recognise the reliability of texts.

Award **one** mark for any explanations which suggest the following:

- no sources are mentioned
- no experts/specialists/evidence cited
- there are no links to additional information
- quotes are not sourced
- the tone is less formal at times perhaps suggesting the author is less reliable

Reward valid alternatives.

TEXT E

- A11. What evidence is there to show that the writer thinks giving up sugar is very difficult? [6]**

This question tests the ability to locate information, to interpret meaning and ideas in challenging writing.

Award **one** mark for any of the following to a maximum of 6 marks:

- 'sobbing' / 'definitely not okay' / 'worst thing' / 'It's a disaster...'
- has to seek 'moral support online' / 'confusion'
- can't give it all up – sticks with fruit ('guilty about eating apples')
- 'mood swings worse than during puberty' / 'cry at my desk'
- 'agonising headaches and feel permanently hungover'
- she will 'snap at people'
- struggling after three weeks 'desperately hunting some year-old Easter mini eggs'
- her 'weekly shop takes double the time'
- 'miserably watch people eat cake and drink wine'
- 'Why are you putting yourself – and us – through this?'

- A12. Write down two food groups that the writer feels are part of a sensible diet. [1]**

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

Award **one** mark for any **two** of the following:

- carbs
- proteins
- good fats
- fruit and/or veg

- A13. The writer mentions the 'utopian point of no longer craving sugar'. What is meant by the word, utopian? [1]**

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

an ideal or idyllic state or place/perfect place/imagined place/heavenly

A14. Compare what the writers of Text D and Text E think about eating sugar. [10]

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.

Give 3-4 marks to those who identify and give a straightforward description of the similarities and differences between the two texts and the writers' experience.

Give 5-6 marks to those who identify the similarities and differences between the two texts, and make some comparisons and / or contrasts.

Give 7-8 marks to those who make detailed comparisons and contrasts about the similarities and differences between the two texts and the writers' reactions to what they have experienced.

Give 9-10 marks to those who make comparisons and contrasts that are sustained and detailed, showing clear understanding of the similarities and differences between the two texts including the writers' experiences, attitudes and feelings.

Some areas to explore:

Text D

- there is a dangerous amount of sugar/bad for you/should cut down
- eating excessive added sugar can increase your calorie intake
- sugar can increase your risk of heart disease/health issues
- there are lots of misconceptions about which sugars are 'better' for you
- impact on health can be problematic
- eliminating all foods that contain sugar make it impossible to have a balanced diet/not healthy to remove sugar entirely
- improving your diet doesn't mean eliminating sugar completely – hard to know what the balance is/be more aware

Text E

- removing sugar completely can do more harm than good
- there's so much sugar even in one drink '7 teaspoons'
- the messages about sugar are confusing/celebrity influence etc.
- reducing it can make you feel unwell – headaches
- eating sugar makes you feel guilty about eating healthily 'apple'
- don't fit in socially when not eating sugar – miserable/obsessed
- no harm in eating a healthy amount/balanced diet

Reward valid alternatives.

SECTION B (Writing): 40 marks

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

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200-300 words.

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

Answer **both** B1 and B2

- B1.** Write an article for a teenage magazine in which you give your views on the importance of celebrities in our modern lives.
- B2.** ‘There’s really no harm in eating a sensible amount of sugar (particularly if it’s part of a balanced diet and comes with a side of exercise)’.

Write a talk for your classmates persuading them to live a healthy lifestyle.

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