



GCSE MARKING SCHEME

AUTUMN 2023

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

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

GCSE ENGLISH LANGUAGE - UNIT 3

AUTUMN 2023 MARK SCHEME

SECTION A: 40 marks

TEXT A

1. **According to the text, what is the recommended number of steps that a person should walk each day?** [1]

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

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

10,000

2. **How many muscles are used every time a step is taken?** [1]

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

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

200

3. **According to the text, how many calories are burnt if a person walks 1 mile?** [1]

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

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

(Up to) 100 (calories)

TEXT B

4. **Name one thing you need if you intend taking up walking as a hobby, according to the text.** [1]

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

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

Comfortable/supportive shoes
A raincoat
A plan/schedule

5. **Text B explains how people can prepare when taking up walking as a hobby. Put these stages into the order which best shows how to start walking as a hobby. Number the steps below.** [3]

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

Allow one mark for each of the following to a maximum of 3 marks.

Make a plan. Schedule when you are going to walk so that you actually do it! 2

Start slowly. When you are ready to start walking, make sure that you go at your own pace and try not to overly exert yourself. 3

Get equipped. You don't need much equipment other than a comfortable, supportive pair of shoes and a raincoat (we do live in the UK after all). 1

Repeat. Once you have completed your first walk, make sure you quickly plan the next one. Try to establish a walking routine that you can stick to. 4

6. **The writer of Text B tells you not to “overly exert yourself”. What is meant by the phrase “overly exert”?** [1]

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

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

to make an excessive effort

TEXT C

7. **The writer refers to “Easy wins” in the title. In your own words, explain what “Easy wins” means.** [1]

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

Award **one mark** for an answer that explains that:

when someone is successful/achieves goals simply/without much effort
when someone does well/is victorious when not really trying

8. **In your own words, summarise what the writer of Text C does to ensure that she walks every day.** [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**.

Summary areas	Area of text – for ease of reference
Gets off public transport before her stop / walks from the bus stop to work	“...get off the bus stop one or two stops before my destination”
Uses a smart watch to monitor steps	“I always wear a smart watch”
Uses the time to catch up/enjoys the walk/listens to music/podcast	“I walk 2km from the bus stop to my desk every morning and afternoon...it’s a good opportunity to listen to Radio Cymru...a podcast...convince a colleague to walk with me...catch up on family phone call...”
Takes a change of clothes	“I just do it in gym gear and get changed into fresh clothes”
Makes it part of her daily routine/takes it slow and easy	“start slowly...build a routine you can stick to”

9. **What does the writer mean when she writes: “you won’t even think about your old stop”?** [1]

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

Award **one mark** for an answer that explains:

You won’t even remember what it was like before you started walking more
You will get used to walking the extra distance

TEXT D

10. How does the writer of Text D try to persuade us that we need to “walk quickly”? [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 persuasive content, 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 will 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 will support comments effectively.

Candidates may explore or comment on:

- subtle hints that there is a specific way to walk ‘if done properly’
- use the word ‘start’ to suggest that initial walking patterns need to change
- explores how an ‘easy walk’ does not offer long term benefits – **repeats** this idea
- comments on how after ‘gentle strolls’ your body wants to be ‘pushed’ and use of **bold**
- tells us to build on the walking foundations – **structurally** the article builds to this point
- urges us to take the walking to the ‘next level’ – **personally encourages** the reader
- **direct instruction** ‘you have to walk quickly’ to walk the ‘right way’
- gives a wide range of **examples** of what fast walking is
- use of **humour** in the examples used ‘interview...date’
- constant **repetition** of the word ‘fast/quickly’ reinforces the message
- explains how to build to fast walking ‘ease into it’
- **compares** types of interval training and gives a range of options
- gives the **benefits** of interval training ‘use fat as energy’
- constant use of ‘you’ and **direct appeal** to reader (must be focused on the task)
- light and upbeat **tone/language** to reinforce message

Reward valid alternatives.

11. **Read the third paragraph. If you have been unwell or inactive, what does the text suggest you do?** [1]

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

Award **one mark** for the following:

take a 20-minute (leisurely) daily walk

12. To answer the following question, you must refer to **Text C and Text D**.

Using Text C and Text D, synthesise the benefits associated with walking. [8]

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 limited examples. These candidates may limit themselves to one text only.

Give 3-4 marks to those who identify or give straightforward comments on some examples. These answers will begin to show some **understanding** of the information from across both texts.

Give 5-6 marks to those who accurately select a range of different examples from both texts. The answer will begin to **collate** details effectively.

Give 7-8 marks to those who make accurate and perceptive comments about a wide range of different examples from both texts. Well-considered, confident **collation** skills will be evident.

Text C

- don't have to go to the gym
- keeps weight down
- keeps spirits up
- tones muscles
- walks off the stress of work
- allows you to listen to radio/podcast
- catch up with friends or family
- be observant of the city

Text D

- heart rate rises
- fat stores used up/uses fat as energy
- can be the first step to exercise if you have been unwell
- feel better mentally and physically
- can lose weight
- helps you get fit
- improves endurance
- transporting ourselves

TEXT E

13. **Name one of the most photographed spots on the South West Coast Path mentioned in the text.** [1]

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

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

Lulworth Cove

14. **Name the two things that the writer buys for herself when visiting Lulworth Cove.** [1]

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

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

Hot tea and chocolate

15. **The writer refers to the “famously picturesque” cove in the fifth paragraph. What does “picturesque” mean?** [1]

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

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

something visually attractive

16. What impressions do you get of the writer from this extract?

[6]

This question tests the ability to interpret meaning and ideas in challenging writing, and to understand 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 one or two superficial details. These responses may include some basic linked textual references.

Give 2-3 marks to those who identify some straightforward impressions supported by some appropriate textual references.

Give 4-5 marks to those who identify and make comments on their impressions. These answers will show some understanding of how language is used to achieve effects and will be supported by a range of textual references.

Give 6 marks to those who make accurate and perceptive comments about a range of different details. Some analysis of how language is used to create effects may be evident. Comments will be supported by well-selected textual references.

Candidates could comment on the following:

- she finds mornings difficult 'weren't getting any easier'
- she spent the night in a tent
- she is in pain physically 'my hip hurt'
- she is very aware of Moth and how he moves physically 'a little more easily'
- she tries to be optimistic 'hoping for a miracle'
- she finds the walking tiring 'aching, tired'
- she has injured her toenail and it is taking a while to heal
- she is acutely aware of her surroundings and describes the beauty in detail
- she buys limited items from the shop 'chocolate bars and hot water'
- she truly appreciates the natural surroundings 'I watched the last of the light'
- she feels at ease by the end of the extract 'sense of calm'
- the last few weeks have been a struggle as she slept restfully 'for the first time in weeks'

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. You read the following in an article in a newspaper.

“Children should walk more. Walking builds character and is an excellent form of exercise. Those who do not walk to school are simply lazy.”

Write a letter to the editor of the newspaper in which you give your views about this statement.

Write your letter. [20]

B2. Write an article for your school/college magazine in which you persuade your classmates of the benefits of a healthy lifestyle.

Write your article. [20]

B1 and B2 Assessment Criteria

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 <i>(9-10 marks)</i>	<ul style="list-style-type: none"> • Mature and perceptive writing • Sustained and effective writing with techniques that fully engage the reader's interest • Appropriate register is confidently adapted to purpose/audience • Ideas are convincingly developed with detail, originality and creativity • Secure and coherent structure; there is sophistication in the shape and structure of the writing 	5 <i>(9-10 marks)</i>	<ul style="list-style-type: none"> • Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning • Appropriate and effective variation of sentence structures • Virtually all sentence construction is controlled and accurate • A range of punctuation is used confidently and accurately • Virtually all spelling, including that of complex irregular words, is correct • Control of tense and agreement is totally secure • Very secure command of grammar
4 <i>(7-8 marks)</i>	<ul style="list-style-type: none"> • Clearly controlled and well-judged writing • Shows secure understanding of the reader's needs and how to hold interest with techniques used • Register is appropriately and consistently adapted to purpose/audience • Develops ideas with convincing detail and some originality and imagination • Writing is purposefully structured and clearly organised to give sequence and fluency 	4 <i>(7-8 marks)</i>	<ul style="list-style-type: none"> • Use wide range of vocabulary with precision • Secure command of grammar • Sentence structure is varied to achieve effects • Control of sentence construction is secure • A range of punctuation is used accurately • Spelling, including that of irregular words, is secure • Control of tense and agreement is secure
3 <i>(5-6 marks)</i>	<ul style="list-style-type: none"> • Writing is mostly coherent and interesting • Clear awareness of the reader and some techniques used to meet their needs • Register is mostly appropriately adapted to purpose/audience • Ideas show development and there are some interesting effects in the writing • The writing is organised to give sequence and structure 	3 <i>(5-6 marks)</i>	<ul style="list-style-type: none"> • Use a good range of vocabulary with some precision • Mostly consistent command of grammar • Sentence structures are varied • Control of sentence construction is mostly secure • A range of punctuation is used, mostly accurately • Most spelling, including that of irregular words, is correct • Control of tense and agreement is mostly secure
2 <i>(3-4 marks)</i>	<ul style="list-style-type: none"> • Some coherent writing • Some awareness how to create effect to interest the reader • A clear attempt to adapt register to purpose/audience • Develops some ideas with an occasional interesting effect • There is some organisation, some sequencing of ideas 	2 <i>(3-4 marks)</i>	<ul style="list-style-type: none"> • Use some range of vocabulary • Command of grammar is inconsistent • There is some variety of sentence structure • There is some control of sentence construction • Some control of a range of punctuation • Spelling is usually accurate • Control of tense and agreement is generally secure
1 <i>(1-2 marks)</i>	<ul style="list-style-type: none"> • Basic coherence in the writing • Limited awareness of the reader • Some attempt to adapt register to purpose/audience • Some relevant content but uneven • Basic organisation; simple sequencing of ideas 	1 <i>(1-2 marks)</i>	<ul style="list-style-type: none"> • Limited range of vocabulary • Limited range of sentence structures • Control of sentence construction is limited • There is some attempt to use punctuation • Some spelling is accurate • Control of tense and agreement is limited • Limited command of grammar
0 marks	Nothing worthy of credit		