



GCSE MARKING SCHEME

AUTUMN 2023

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

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 2

AUTUMN 2023 MARK SCHEME

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. According to Text A, what does the tourism and hospitality sector need? [1]

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

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

More staff.

A2. Write down one of the top 10 jobs that has been advertised in tourism and hospitality. [1]

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

- kitchen and catering assistants
- chefs
- bar staff
- catering and bar managers
- restaurant managers
- food and drink packers
- cooks
- waiting staff
- sports and leisure assistants
- leisure and sports managers.

A3. What evidence does the text give to suggest that there is “high demand for people to work in the sector”? [1]

This question tests the ability to interpret meaning, ideas and information and to refer to evidence within texts.

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

The number of online adverts for jobs in tourism and hospitality has increased significantly and is now ‘four times higher than it was in July 2020’.

A4. Which one of the following points is not made by this text? Tick (✓) that box.[1]

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

- more and more visitors are coming to Wales
- a career in hospitality would suit someone who enjoys working with people
- the types of roles available in the hospitality sector are varied
- there are 10 types of job in the tourism and hospitality sector

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TEXT B

A5. Write down one reason why “things are beginning to look bleak” for restaurant businesses, given in the first paragraph. [1]

This question tests the ability to interpret meaning and information and to refer to evidence within texts.

Award a total of **one mark** for any of the following:

- rising wage costs
- unavailability of staff
- increased cost of food
- ever-rising levels of competition (in the food industry).

A6. Read the second paragraph. Explain why dark kitchens are becoming more common? Make two points. [2]

This question tests the ability to interpret meaning and information and to refer to evidence within texts.

Award one mark for answers that include any of the following points, up to a total of **two** marks:

- because market conditions are better for them than for traditional restaurants
- convenient for customers as delivered to home
- keep costs down for restaurant owners
- food can be ordered easily online/via the app

A7. What is meant by the phrase “a broad spectrum” in this text? Tick (✓) the correct box. [1]

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

- a tall window
- a wide range
- a narrow selection
- a varied perception

✓

TEXT C

- A8. What does the text mean when it refers to “established” restaurants in the second paragraph? [1]**

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

- the restaurant is very traditional
- the restaurant has just been built
- the restaurant has a good reputation
- the restaurant has existed for some time

✓

- A9. What reason is suggested for the food-delivery business being likely to “grow tenfold by 2030”? [1]**

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

The cost of ordering food online is dropping compared to the cost of preparing meals at home.

- A10. Compare the ways dark kitchens are presented in Text B and Text C. [10]**

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

This question tests the ability to interpret themes, meaning, ideas and information in a range of texts and compare and evaluate 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 differences/similarities between the texts.

Give 3-4 marks to those who identify and give a straightforward description of the similarities/differences in the texts.

Give 5-6 marks to those who identify a number of similarities/differences between the texts and make some comparisons and/or contrasts supported by evidence.

Give 7-8 marks to those who make detailed comparisons/contrasts with valid comments on the similarities and differences between the texts supported by a range of evidence.

Give 9-10 marks to those who make detailed and sustained comparisons with valid comments on the similarities/differences between the texts supported by convincing, well-selected evidence.

Overview:

Text B is largely positive and deals with the many positives of the practical and economic benefits dark kitchens offer to a struggling restaurant sector. Text C acknowledges the efficiency but focuses on the dishonesty of the premise and the poor working conditions.

Some possible areas candidates may consider:	Text B possible evidence	Text C possible evidence
premises/facilities	<p>presented as ‘ghost restaurants’ / ‘delivery-only’/ ‘only accessible online’</p> <p>no need ‘to refit or remodel’ kitchen with ‘new food fads’</p>	<p>they are ‘cramped boxes’ usually ‘plonked in city centres’</p> <p>‘a couple of ovens, a handful of chefs’</p> <p>offer workers poor conditions: ‘no windows’/ ‘either hot or cold depending on the weather’</p> <p>‘a lack of human contact, daylight and physical space’</p> <p>worse working conditions than ‘conventional restaurant kitchen’</p>
what is offered	<p>offer ‘delivery-only’/ food ‘only accessible online’</p> <p>food that looks and tastes ‘exactly the same’ as if it came from a traditional outlet</p> <p>‘multiple’ / ‘a wide variety of cuisines’ from same place</p>	<p>cooks ‘prepare meals’ that are ‘ordered’ and ‘sent out’ via food delivery apps</p>
relationship with traditional restaurants	<p>work closely with ‘original restaurants’ to make sure brands are honoured</p>	<p>sell food ‘in name of established restaurants’</p> <p>questions what is behind those ‘trusted logos’</p>
economic impact	<p>offer an efficiency boost in bleak times for restaurant business</p> <p>give restaurants without delivery services chance to ‘tap into lucrative home delivery market’</p>	<p>Offer ‘frantic efficiency and low labour costs’</p> <p>Aiding a sector that is ‘growing fast’</p>
the future	<p>avoids vulnerability of ‘new food fads’/‘changing tastes and trends’</p> <p>ability to adapt crucial as restaurant market ‘often fickle’</p>	<p>May ‘power such a huge drop in prices that giving up cooking your own food’ becomes ‘inevitable’</p>

This is not a checklist and candidates may approach this in different ways. Look for and reward valid alternatives.

TEXT D

A11. What did the average household spend per month on takeaways in 2020? [1]

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

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

£45 (per month)

A12. By what percentage did total spending on takeaways increase between 2019 and 2020? [1]

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

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

12(%)

A13. Explain what the text says about the size of the takeaway market. Make two points. [2]

This question tests the ability to interpret meaning and information and to refer to evidence within texts.

Award one mark for any of the following points, up to a total of **two** marks:

- in five years/between 2015 and 2020 the size of the market increased by 43%
- in the following five years/by 2025 the market is expected to continue to increase significantly/be worth £22 billion

TEXT E

- A14. What does the writer mean when he says that working in the kitchen was “like an army training camp” in the first paragraph? [1]**

This question tests the ability to interpret meaning and information and to refer to evidence within texts.

Award **one mark** for answers that suggest:

The work was intensive/demanding/disciplined and/or there were high expectations

Be aware that candidates may express this in different ways and reward valid alternatives.

A15. What impressions does the writer create of working in a professional kitchen? [10]

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

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. Candidates may struggle to engage with the question.

Give 3-4 marks to those who identify and give straightforward impressions supported by straightforward textual references. These responses may rely on identifying evidence.

Give 5-6 marks to those who begin to show some understanding of how impressions are created and support their work with appropriate examples from the text.

Give 7-8 marks to those who make accurate comments about a range of carefully selected textual details and offer some analysis of how language is used to create impressions.

Give 9-10 marks to those who give accurate and perceptive impressions about a wide range of details supported by convincing, well selected examples. Candidates show increased awareness of the writer's use of language and subtleties of the writer's technique.

Details candidates may explore or comment on could be:

- sense of harshness/discipline 'army training camp'
- some of the training was difficult 'preparing carrots was a trauma'
- uses humour/hyperbolic language to convey his lack of expertise vs extreme of requirements
- precision required – lots of detail on carrot prep, language emphasises the extreme care needed
- strict requirements/harsh consequences for not making the grade – carrots 'tossed in the bin'
- harsh response from Elisa – she 'shrieked' / short exclamations emphasise lack of concern for his feelings
- he learned a lot – carrot cutting, pork cubing, to trim fat from beef, to joint rabbits, the 'butcher's looping knot'
- he was 'captivated by the smells' – suggests enjoyment/the kitchen has cast a spell on him
- describes the smells with great feeling and a sense of the artistry involved – 'waves of smell', 'like sounds in music'
- ever changing environment – lists the different smells that came 'one after the other'
- takes pride in being 'among' the professional kitchen team/fact that he 'mastered' some skills
- sense of it being another world – sensory description of kitchen cut off/ 'no connection' / 'unreachable'

Overview

The professional kitchen is a harsh fast-paced environment but it is all-absorbing. Look for and reward valid alternatives.

Editing (5 marks)

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

A16. Megan had carefully ____ (1) ____ her work surface, selected the correct knife and was ready to begin ____ (2) ____ vegetables.

(a) Circle the word below that best fits gap (1):

A) drawn B) chopped C) made D) **cleaned** [1]

(b) Circle the word below that best fits gap (2):

A) growing B) mashing C) making D) **chopping** [1]

A17. Tick (✓) the pair of words that best fit the meaning of the sentence below: [1]

_____ John loved his job, he did not enjoy the ridiculously _____ time he had to get up in the morning.

However...late
Despite...first
Even...strange
Although...early

✓

A18. Read the text below and show your understanding by answering the questions that follow:

1. They checked in and went to find their room.
2. They were pleased to find an extensive room service menu on the bedside table.
3. They parked their car in the busy car park and headed for the hotel reception.
4. It seemed that they could order food from several different local restaurants.
5. After a long drive, Stevie and Sam were pleased to see the welcoming lights of their hotel.

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

2

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

4

Correct order:

It had been a long drive and Stevie and Sam were pleased to see the welcoming lights of their hotel. They parked their car in the busy car park and headed for the hotel reception. After checking in, they went to find their room. They were pleased to find an extensive room service menu on the bedside table. It seemed that they could order food from several different local restaurants.

SECTION B: 40 marks

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

Circle the 5 errors and write them correctly in the spaces below: [5]

Eat at Home is an online food delivery system that connects restaurants and **customer's** across the country. To order your food, just download the Eat at Home app. Click on your favourite restaurant and then **chose** from their full menu. You can track what stage **you're** order is at through the app. We **garantee** that all food will be **deliverd** within half an hour of the order being received.

1. customers
2. choose
3. your
4. guarantee
5. delivered

B2. *In this task 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) Home-delivery services are changing the way that we eat and the way that we live our lives.

Write an essay to explain your views on this subject, giving clear reasons and examples.

(b) Write an account of a time when you felt under pressure.

B2 Assessment Criteria

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 (17-20 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 (13-15 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 (13-16 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 (10-12 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 (9-12 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 (7-9 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 (5-8 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 (4-6 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 (1-4 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 (1-3 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		

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