



GCSE MARKING SCHEME

AUTUMN 2024

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCSE ENGLISH LANGUAGE - UNIT 2

AUTUMN 2024 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. What food is described as causing ‘special offence’ in this text? [1]

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

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

nachos

A2. Using evidence from the text, write down two things you should avoid doing when watching a film in a cinema. [2]

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

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

- eating (crunching/chewing) food
- slurping drinks
- rustling food wrappers
- irresponsible parenting
- using mobile phones
- kicking seats/invading space of others
- hobbies (e.g. knitting, model aeroplane assembly, fighting, updating Facebook)
- talking
- arrive late
- shoe removal

A3. What is meant by the word ‘foraging’ in this text? Tick (✓) the correct box. [1]

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

being unpleasant

behaving noisily with food wrappers

searching for something

a type of food

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

TEXT B

A4. According to Text B, how long have stories ‘been with us’? [1]

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

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

‘thousands of years’

A5. In your own words, explain two ways in which films help us in ‘difficult times’. [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:

- increase positivity – e.g. ‘boost positive feelings’ and ‘make us feel more hopeful’
- provide escape – e.g. ‘form of escapism’ or ‘temporary relief’ from problems
- provide support – e.g. help people who are ‘suffering from trauma’
- provide social opportunities – e.g. ‘collective experience of watching a film’

No marks are to be awarded for responses that copy out large chunks of the text without attempting to engage with the content.

A6. According to Text B, which of the following statements is not true? [1]
Tick (✓) that box.

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

there is still a need for cinematic experiences

cinemas have to offer different experiences

newer technologies can provide a more immersive experience

cinemas can’t compete with streaming services

✓

TEXT C

A7. According to Text C, how many people are employed by the Welsh film and TV industry? [1]

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

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

More than 8,000 (people)

A8. This text describes Wales as a 'globally respected producer of quality film and TV'. What is meant by the phrase 'globally respected'? [1]

disapproved of by other film producers

praised by industry experts

copied by other countries

admired by people across the world

✓

A9. Write down one type of micro-business mentioned in Text C. [1]

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

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

- prop makers
- costume designers
- special effects studios
- production houses

TEXT D

- A10. According to Text D, how many years have passed between the original *Willow* film and the new TV series?** [1]

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

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

nearly 35 years

- A11. How does the writer show Wales to have many ‘beautiful dramatic settings’ in this text?** [4]

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.

- | | |
|----------------|---|
| 0 marks | for responses where there is nothing worthy of credit. |
| 1 mark | to those who identify superficial details. Candidates may struggle to engage with the question. |
| 2 marks | to those who give straightforward comments and identify relevant evidence from the text. |
| 3 marks | to those who show some understanding and support their work with a range of appropriate examples from the text. Candidates show awareness of the writer’s use of language. |
| 4 marks | to those who make accurate and perceptive comments about a range of convincing evidence from the text. Candidates show awareness of the writer’s use of language and are able to make clear inferences. |

Details candidates may comment on could be:

- multiple/different/diverse locations close to one another e.g. ‘you could be in a forest and just five miles away is an amazing quarry’
- positive language ‘amazing’, ‘brilliant’ ‘cannot find anywhere else’
- lists ‘scene-stealing locations’ e.g. ‘Pendine Sands’, ‘Snowdonia’, ‘quarries of Morlais Park’
- hyperbolic language used to praise e.g. ‘scene-stealing’, ‘cloud-scuffing’, ‘long and golden’

Reward valid alternatives.

A12. Look at Text C and Text D.

Synthesise what you learn about the ways Wales and the film and TV industry benefit each other. [8]

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

- | | |
|------------------|---|
| 0 marks | for responses where there is nothing worthy of credit. |
| 1-2 marks | to those who identify and begin to give limited details. These candidates may limit themselves to one text only. |
| 3-4 marks | to those who identify and give straightforward details about examples from the texts. |
| 5-6 marks | to those who explain a range of different examples, using information from the texts. These answers will begin to collate details effectively. |
| 7-8 marks | to those who make accurate and perceptive comments about a wide range of different examples from the texts. Confident collation skills will be evident. |

Details candidates may explore or comment on could be:

Text C

- film and TV industry a growth industry for Wales
- film and TV industry a significant employer in Wales ‘more than 8,000 people across Wales’.
- Wales has ‘global’ respect as a ‘producer of quality film and TV’.
- Wales creative industries have annual turnover of ‘more than £2.2 billion’
- the industry’s ‘ongoing survival’ comes from ‘power of independent’ micro-businesses
- wages in film and TV sector are ‘almost double the Welsh average’
- economic benefits from Cardiff-based companies – ‘more than 3,000 people employed in Cardiff-based film and TV companies’/‘15% of businesses in Cardiff are in the creative industries’
- film and TV companies contribute to tourism/raise country’s ‘global profile’ through spending – around ‘£55 million in Wales in 2018’

Text D

- Wales provided landscapes for the 1988 film *Willow*
- Wales is the setting for a new Disney+ series about *Willow*
- Wales offers a beneficial location for filming because of the ‘diverse array of beautiful, dramatic settings’
- Wales has excellent facilities – e.g. ‘state-of-the-art soundstage’
- Wales has ‘skilled, passionate workforce’/‘great talent in Wales’
- Welsh landscapes and film studios have been used in many popular shows (e.g. *His Dark Materials* and *Sex Education*) and films (e.g. *HAVOC*)

Reward valid alternatives.

TEXT E

A.13. How many people interviewed Carrie Fisher at her audition in Hollywood? [1]

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

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

Two

A14. In this extract, how does Carrie Fisher show her thoughts and feelings about auditioning for the part of Princess Leia? [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.

- | | |
|-------------------|--|
| 0 marks | for responses where there is nothing worthy of credit. |
| 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. |
| 3-4 marks | to those who identify and give straightforward comments supported by straightforward textual references. These responses may rely on identifying evidence. |
| 5-6 marks | to those who begin to show some understanding and support their work with appropriate examples from the text. Candidates begin to make inferences. |
| 7-8 marks | to those who make accurate comments about a range of carefully selected textual details. Candidates show awareness of the writer's use of language and are able to make inferences. |
| 9-10 marks | to those who make accurate and perceptive comments about a wide range of details supported by convincing, well selected textual references. Candidates show increased awareness of the writer's use of language and make clear and sustained inferences. |

Details candidates may explore or comment on could be:

- she thinks George had an 'all-but-silent presence'.
- she thinks she was the 'right age' for the part.
- she's nervous – she doesn't speak initially 'simply nodded'/'face in a tight white-toothed smile'.
- she's self-aware – narrates her own reactions retrospectively 'maybe they would ask me'/'Oh my God, this wasn't going well.'
- she doesn't think she does very well when answering questions – self-questioning 'What was he?' and panic 'They needed to know!'
- Ellipsis used to show that she struggles to communicate her ideas e.g. "he helped me work...a lot"
- she's sarcastic 'I repressed the urge'
- she's keen to give them the information they want 'I was breathless with information'.
- she's critical of herself 'I can only assume I beat myself up'.
- she's keen/excited about the part – opened the script envelope 'very carefully, one edge at a time'.
- she read/auditioned for the film with Harrison Ford.
- she was 'so nervous' she doesn't remember much about Harrison – uses her later nerves about him to convey that this suggests the extent of her fear.
- she was incredulous and delighted to get the part – juxtaposes it with the rain in LA that 'didn't happen' either.
- strength of feeling clear – 'I was Leia and that was all that truly mattered.'

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.

A15. Read the sentences below and then answer the questions that follow:

Ruby ____ (1) ____ her lines over and over again. She knew she must be ____ (2) ____ for her audition tomorrow.

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

A) thought B) followed C) washed D) practised **[1]**

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

A) ready B) near C) unhappy D) unprepared **[1]**

A16. Tick (✓) the pair of words that best fit the meaning of the sentence below: [1]

Wales is a _____ place to film a movie because there are so many spectacular locations that are within reasonable _____ distance of one another.

good...country	<input type="checkbox"/>
terrible...walking	<input type="checkbox"/>
rainy...driving	<input type="checkbox"/>
brilliant...travelling	<input checked="" type="checkbox"/>

A17. Read the text below and show your understanding by answering the questions that follow:

1. In the room, three people were sitting behind a long table.
2. A woman with a clipboard shouted, "Lloyd Hughes, you're next!"
3. One of them looked up and smiled reassuringly as he waited to begin.
4. Lloyd tried to control the sudden wave of nerves that overcame him at these words.
5. He stood up and followed the woman into a room marked 'Auditions'.

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

4

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

5

Correct order:

A woman with a clipboard shouted, "Lloyd Hughes, you're next!" Lloyd tried to control the sudden wave of nerves that overcame him at these words. He stood up and followed the woman into a room marked 'Auditions'. In the room, three people were sitting behind a long table. One of them looked up and smiled reassuringly as he waited to begin.

SECTION B: 40 marks

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

B1. Circle the 5 errors and write them correctly in the spaces below: [5]

C&P Productions

We are seeking to employ an **expienced**, organised and self-motivated costume technician. This post offers the **oportunity** to work as part of an established team. You will need to have extensive experience of **de-signing** and creating costumes. You will possess excellent communication skills and be able to **working** effectively as part of a team to create costumes and other resources. You will also be responsible for the maintenance of **costumes'** and other equipment. A degree or equivalent level qualification is required.

1. experienced
2. opportunity
3. designing
4. work
5. costumes

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.

B2. Choose one of the following for your writing: [35]

Either

- (a) Write an account about a time when you felt annoyed.
- (b) "As well as providing entertainment, films have the power to educate and explore social issues. They can help us learn about new cultures and open our eyes to worlds we know nothing about."

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

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.