



GCSE MARKING SCHEME

AUTUMN 2024

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

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 3

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 (Reading): 40 marks

TEXT A

- A1. Which type of chocolate contains a higher amount of sugar? [1]**

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

Milk (chocolate)

- A2. What is the recommended serving size for a portion of dark chocolate? [1]**

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

25 grams/25g

- A3. Which of the following statements about carob is NOT true? [1]**

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

carob contains caffeine

TEXT B

A4. Which of the following best describes the tempering process? [1]

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

a process that involves heating and then cooling

A5. Text B shows the sequence for making chocolate. Put these stages into the order which best shows how chocolate is made. [3]

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

The chocolate is tempered by heating and cooling it before finally moulding it. 4

The beans are roasted to release their flavour. 1

The beans are ground with sugar to increase sweetness and flavour. 3

The beans are cracked and separated to remove the outer shell. 2

TEXT C

- A6. The writer refers to the ‘infinite variety of flavours’. What does the word infinite mean in this context? [1]**

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

limitless, impossible to measure

- A7. How does the writer of Text C try to persuade us that ‘chocolate is fantastic’? [10]**

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.

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|-------------------|--|
| 0 marks | for responses where there is nothing worthy of credit. |
| 1-2 marks | to those who identify and begin to comment on some examples of content that are persuasive but struggle to engage with the text and/or the question. |
| 3-4 marks | to those who identify and give straightforward comments on some examples of persuasive content. These responses may simply identify some facts and/or evidence. |
| 5-6 marks | to those who 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 support comments. |
| 7-8 marks | to those who make accurate comments about how a range of different examples from the text persuade and begin to analyse how language and techniques are used achieve effects and influence the reader. Carefully selected examples are used accurately to support comments. |
| 9-10 marks | to those who make accurate and perceptive comments about how a wide 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:

- use of ‘love’ in the title.
- exploration of chocolate as a reward (series of questions) suggests it is fantastic.
- language is extremely positive ‘unique...special...excited’.
- explores emotions associated with chocolate ‘craved...cried...fussing’.
- tells us it is ‘fantastic’.
- different experiences associated with chocolate ‘magical journey’.
- lists how chocolate feels in the mouth – wide range of experiences/sensations.
- mentions how it can appeal to everyone ‘every taste’, ‘nobody is left out’.
- states how it meets ‘all dietary needs’ – versatile.
- comments on ‘low price’.
- ‘chocolate heaven’ elevates chocolate to the treat of the gods – incredible treat.
- widely available in many countries suggests it is well loved everywhere.
- lists reasons why and how we love chocolate ‘chemically, emotionally, practically’.
- explains that it is a food that we ‘never tire of’.

Reward valid alternatives.

TEXT D

A8. Name one side-effect of giving up chocolate. [1]

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

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

cravings
(blinding) headaches

A9. What does the writer of Text D mean when they say, 'parents can only control what a child eats within their own four walls'? [1]

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

Award **one mark** to answers which explain either of the following:

Parents can only control what their children eat when they are at home/with them
Parents are unable to control what their children eat when they are not with them

A10. Name one obesity related problem mentioned in Text D. [1]

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

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

heart disease/diabetes

A11. Explain why the writer thinks that sugar is bad for us. [3]

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 3 marks:

- it is in all bad food – fizzy drinks, processed foods, nasty cheap snacks 'poison'/'toxic'
- it is 'unnecessary' in our diets – we don't need it
- when consumed excessively it can lead to a shorter life 'life limiting'
- it is damaging and irresistible 'addictive'
- it is too affordable/easy 'absurdly low prices'.

TEXT E

- A12. In your own words, summarise how you can cut down on the amount of chocolate that you eat. [5]**

This question tests the ability to summarise information.

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

- only eat chocolate in moderation/cut down gradually.
- don't buy a week's supply in one go.
- eat well balanced/filling meals.
- substitute chocolate for healthy snacks.
- avoid places where you can buy chocolate.
- find ways of keeping busy.
- ban chocolate from the house.
- have a set of rules/targets.
- reward yourself for reducing your chocolate intake.

- A13. Give one reason why Text E can be considered a reliable source? [1]**

This question tests the ability to understand and recognise the reliability of texts.

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

- it was written by a doctor/medical knowledge.
- the tone is professional.
- healthcare website.

A14. Compare and contrast what the writers of Text D and Text E think about the dangers of chocolate. [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.

- 0 marks** for responses where there is nothing worthy of credit.
- 1-2 marks** to those who identify basic similarities and differences between the two texts. These answers may restrict themselves to one text only.
- 3-4 marks** to those who identify and give a straightforward description of the similarities and differences between the two texts with some supporting evidence.
- 5-6 marks** to those who identify the similarities and differences between the two texts and make some comparisons and/or contrasts with appropriate textual references.
- 7-8 marks** to those who make detailed comparisons and contrasts about the dangers of chocolate with valid comments on the similarities and differences between the two texts. These answers will be supported by well-selected textual references.
- 9-10 marks** to those who make comparisons and contrasts that are sustained and detailed, showing clear understanding of the similarities and differences about the dangers of chocolate. These answers will be supported by convincing textual references.

Some areas to explore:

Text D

- tells us that sugar is 'dangerous'.
- tells us it is addictive and compares it to 'alcohol and cigarettes'.
- explores the links between chocolate and obesity.
- shares the side effects of giving up 'cravings...blinding headaches'.
- tells us it is 'toxic' suggesting it is particularly dangerous.
- tells us that it is directly related to serious illnesses 'diabetes...heart disease'.
- thinks it is dangerous because it is so easy to access 'cheap...available'.

Text E

- tells us he is reliant on it/addictive (similar to Text D).
- talks about weight gain (a danger for health).
- tells us that we have been brought up to see it as a reward/comfort.
- tells us how even when he tries ways to cut down he ends up 'having more'.
- shares how the family eat it and are unhappy when he removes it from the house – it causes family tension and conflict.
- so easy to access so have to actively avoid it (similar to Text D).

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.

Answer question B1 below and question B2 on page 14

B1. It has been proposed that all chocolate products should be banned from your school or college.

Write a letter to your Headteacher or Principal giving your views on this proposal.

Write your letter. [20]

B2. Having a hobby such as baking, gardening, exercising or listening to music can reduce stress. Prepare a talk for your classmates persuading them to take action to reduce their stress levels.

Write your talk. [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.		