



GCSE MARKING SCHEME

AUTUMN 2018

**ENGLISH LANGUAGE – COMPONENT 1
C700U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

Component 1 – Mark Scheme Section A (40 marks)

General Instructions

Where banded levels of response are given, descriptors have to be applied using the notion of 'best fit'. Fine tuning of the mark within a band will also 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 look for and 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

Read lines 1-7.

0	1
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List five things you learn about the Hamiltons in these lines.

[5]

(AO1 1a and b)

This question tests the ability to identify explicit and implicit information and ideas.

Award **one mark** for each point and/or inference identified by the candidate, **to a maximum of five**:

- they came from the north of Ireland
- they were a farming family
- they were 'neither rich nor poor'
- they had lived in the same house and farm for hundreds of years
- they were intelligent and well-educated people (2 if separated)
- they were related to the great and the small (lords and beggars) (2 if separated)
- they were, or at least claimed to be, descended from the ancient kings

No mark should be awarded for unabridged quotation of whole sentences / uneasy focus (maximum 3).

Read lines 8-20.

0	2
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What impressions does the writer create of Samuel and Liza in these lines? [5]

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

(AO2 1a, c, and d)

This question tests the ability to explain, comment on and analyse how writers use language to achieve effects and influence the reader, using relevant subject terminology where appropriate.

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

Give 1 mark to those who make a very limited response.

Give 2 marks to those who identify some straightforward impressions of the characters. Subject terminology may be used.

Give 3 marks to those who give some impressions of the characters and use a range of evidence and language choice to support their answers. These responses may identify some relevant subject terminology where appropriate.

Give 4 marks to those who give accurate impressions of the characters and use a thorough range of evidence and language choice to support their answers. These answers may use relevant subject terminology, where appropriate.

Give 5 marks to those who make accurate and perceptive comments about the characters and use a well-chosen range of evidence and language choice to support their answers. Subject terminology is used effectively, where appropriate.

Details candidates may explore or comment on could be:

- he was 'totally honest'/a man of integrity and principle
- he had good looks and charm (attractive in appearance and personality)
- he had energy and invention
- he had practical skills (clever hands/a good blacksmith and carpenter)
- he had no talent for making money
- he may have secretly loved another girl (too successfully or not) / mysterious
- he is 'a man of love'
- Liza was physically 'tiny' (emphasises how small she is)
- she was 'hard and humourless'
- she was not a woman to show her feelings
- they are different/contrasting characters
- they seem ill suited as a couple

Maximum of 4 for one character.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Read lines 21-56.

0	3
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What sort of man is Samuel Hamilton? How does the writer show what sort of man Samuel Hamilton is? [10]

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

(AO2 1a, c, and d)

This question tests the ability to explain, comment on and analyse how writers use language to achieve effects, using relevant subject terminology where appropriate.

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 aspects of Samuel Hamilton.

Give 3-4 marks to those who identify and give straightforward comments on the character of Samuel Hamilton. These answers may simply identify some relevant subject terminology.

Give 5-6 marks to those who have a good grasp of the character and begin to show some understanding of how aspects such as language are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology accurately to support their comments, where appropriate.

Give 7-8 marks to those who make accurate comments about the character of Samuel Hamilton and begin to analyse how language is used to achieve effects and influence the reader. Relevant subject terminology is used accurately to support comments effectively, where appropriate.

Give 9-10 marks to those who make accurate and perceptive comments about the character of Samuel Hamilton and also provide detailed analysis of how language is used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of relevant subject terminology supports comments effectively, where appropriate.

Details candidates may explore or comment on could be:

- he is presented in a positive, reverential way (almost saintly)
 - he builds his own house (he is skilled/practical) / self-sufficient
 - he uses his 'clever hands' to invent a machine to bore for water
 - he works for others, threshing and working as a blacksmith (hardworking)
 - he is not one of the 'lucky' men but he does not complain (patient, accepting)
 - he is a raconteur who can entertain his customers (he is 'a comic genius')
 - he has no head for business and is too understanding (a soft touch)
 - he delivers his own children and also knows what to do when things go wrong
 - he delivers local children and animals too
 - his hands are 'so good' and 'so gentle' (people travel miles for his services)
 - he is gentle and can soothe a frightened child (a sweet voice and a tender soul)
 - he has a moral influence on those around him (the men don't curse at the forge)
 - he plays the hand he has been dealt
 - he is popular/well-liked
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- the writer uses anecdote and examples which are carefully chosen
 - the tone and language suggest respect, affection and admiration
 - even Sam's failings in business are presented as a virtue (kindness/understanding)

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Read lines 57 to the end of the passage.

0	4
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How does the writer present the character of Liza Hamilton in these lines?

[10]

You must refer to the language and structure used in the text to support your answer, using relevant subject terminology where appropriate.

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effects, using relevant subject terminology where appropriate.

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 aspects of Liza's character.

Give 3-4 marks to those who identify and give straightforward comments on some features of Liza's character. These answers may simply identify some relevant subject terminology.

Give 5-6 marks to those who explore Liza's character in some detail and begin to show some understanding of how aspects such as language and the organisation of events are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology accurately to support their comments, where appropriate.

Give 7-8 marks to those who explore the character with some detail and insight and begin to analyse how language and the organisation of events are used to achieve effects and influence the reader. Relevant subject terminology is used accurately to support comments effectively, where appropriate.

Give 9-10 marks to those who make accurate and perceptive comments about the character and provide detailed analysis of how language and the organisation of events are used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of relevant subject terminology supports comments effectively, where appropriate.

Details candidates may explore or comment on could be:

- there is a contrast with Samuel (she is a different kettle of Irish)
- she is formidable and intimidating
- her head is small and round and holds small, fixed convictions (narrow minded)
- the apparently straightforward descriptive detail is followed by withering criticism
- she is unbending/a woman of fixed views (set on her course)
- her morals are harsh and hostile to pleasure (beat the brains out)
- a good, plain cook (the word 'plain' suggests grudging appreciation)
- house proud (the house is her domain/she cleans 'fiercely')
- she is resilient and strong (even childbirth does not hold her back)
- she has a 'finely developed' sense of sin which focuses on idleness and card playing
- she disapproves of fun and is suspicious of having a good time
- she protects Samuel from sin (whether he wants it or not)
- she sees Sam as 'wide open to the devil'
- the writer uses sarcasm in 'this was a shame'
- she is a killjoy
- her severe appearance matches and reflects her character
- she has 'no spark' of humour but an occasional 'sharp blade' of wit (cutting/hurtful)
- she frightens the grandchildren because she is so strong
- she is brave and uncomplaining/expects life to be hard
- the writer uses humour (ironic turns of phrase)
- the verbs and adjectives are particularly significant (some quite violent language)
- tone and content are sharply critical and unflattering

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer this question you must consider the passage as a whole.

0	5
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‘The writer shows that life for immigrants such as the Hamiltons was very hard.’

How far do you agree with this view?

[10]

You should write about:

- your thoughts and feelings about how the life of the Hamiltons is presented in the passage as a whole
- how the writer has created these thoughts and feelings

You must refer to the text to support your answer.

(AO4)

This question tests the ability to evaluate texts critically and support this with appropriate textual reference.

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

Give 1-2 marks to those who express a simple personal opinion with linked, basic textual reference.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show limited interaction with the text as a whole and/or how the writer has created thoughts and feelings.

Give 5-6 marks to those who give an evaluation of the text and its effects, supported by appropriate textual references. These responses will show some critical awareness of the text as a whole and how the writer has created thoughts and feelings.

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. These responses will show critical awareness and clear engagement with the text. They will also explore how the writer has created thoughts and feelings.

Give 9-10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make accurate and perceptive comments on the text as a whole. They will also explore how the writer has created thoughts and feelings with insight.

Areas for possible evaluation:

- Samuel was full of energy and invention but he did not make a lot of money
- the good land was already taken and latecomers were forced onto the 'barren hills'
- the writer describes the land as 'harsh' and 'dry'/the topsoil is a 'thin crust' where even grass struggles to grow
- the cattle are thin because they run around searching for food
- the abundance of land was worthless without water (even ten thousand acres)
- it is a self-reliant life where people have to be practical
- there are no doctors to deliver the children
- isolation / narrow horizons
- there is friendship and a sense of togetherness (the men gathering at the forge)
- limited awareness of the wider world (Samuel is the local fountain of knowledge)
- life seems hard and it needs strength and skill and determination
- but also simple pleasures
- friendship
- not victims
- mutual assistance
- the description of the Salinas Valley illustrates that life was very hard

Overview:

- it would be difficult to argue convincingly that life was easy
- there is plenty to illustrate the hardships of life
- there are also some compensations/pleasures in this life

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Section B (40 marks)

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The band descriptor that most closely describes the quality of the work should be selected:

- 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.

The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition; individual interpretations should be judged on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

The total mark for Section B (/40) will be given by awarding two marks:

- communication and organisation (24 marks);
- vocabulary, sentence structure, spelling, punctuation (16 marks)

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.

AO5 (60% of the marks available):

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6 (40% of the marks available):

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole.

	AO5 Communication and organisation <i>24 marks</i>	AO6 Vocabulary, sentence structure, spelling and punctuation <i>16 marks</i>
Band 5	<p>20-24 marks</p> <ul style="list-style-type: none"> the writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination) the writing is clearly and imaginatively organised (narrative is sophisticated and fully engages the reader's interest) structure and grammatical features are used ambitiously to give the writing cohesion and coherence communication is ambitious and consistently conveys precise meaning 	<p>14-16 marks</p> <ul style="list-style-type: none"> there is 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 a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Band 4	<p>15-19 marks</p> <ul style="list-style-type: none"> the writing is clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination) the writing is clearly organised (narrative is purposefully shaped and developed) structure and grammatical features are used accurately to support cohesion and coherence communication shows some ambition and conveys precise meaning 	<p>11-13 marks</p> <ul style="list-style-type: none"> sentence structure is varied to achieve particular 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 vocabulary is ambitious and used with precision
Band 3	<p>10-14 marks</p> <ul style="list-style-type: none"> the writing is mostly controlled and coherent (plot and characterisation show some detail and development) the writing is organised (narrative has shape and direction) structure and grammatical features are used with some accuracy to convey meaning communication is clear but limited in ambition 	<p>7-10 marks</p> <ul style="list-style-type: none"> there is variety in sentence structure 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 vocabulary is beginning to develop and is used with some precision
Band 2	<p>5-9 marks</p> <ul style="list-style-type: none"> there is some control and coherence (some control of plot and characterisation) there is some organisation (narrative is beginning to have some shape and development) structure and grammatical features are used to convey meaning communication is limited but clear 	<p>4-6 marks</p> <ul style="list-style-type: none"> some variety of sentence structure there is some control of sentence construction some control of a range of punctuation the spelling is usually accurate control of tense and agreement is generally secure there is some range of vocabulary
Band 1	<p>1-4 marks</p> <ul style="list-style-type: none"> there is basic control and coherence (a basic sense of plot and characterisation) there is basic organisation (paragraphs may be used to show obvious divisions) there is some use of structure and grammatical features to convey meaning communication is limited but some meaning is conveyed 	<p>1-3 marks</p> <ul style="list-style-type: none"> limited range of sentence structure 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 range of vocabulary
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit

COMPONENT 1

ASSESSMENT OBJECTIVE WEIGHTINGS

	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	Total %
Component 1	2.5	12.5	0	5	12	8	40

Assessment Objective	Strands	Elements
AO1	1 – Identify and interpret explicit and implicit information and ideas	1a – Identify explicit information
		1b – Identify explicit ideas
		1c – Interpret implicit information
		1d – Interpret implicit ideas
	2 – Select and synthesise evidence from different texts	2a – Select evidence from different texts
		2b – Synthesise evidence from different texts

Assessment Objective	Strands	Elements
AO2	N/A	1a – Comment on, explain and analyse how writers use language, using relevant subject terminology to support their view
		1b – Comment on, explain and analyse how writers use structure, using relevant subject terminology to support their views
		1c – Comment on, explain and analyse how writers achieve effects, using relevant subject terminology to support their views
		1d – Comment on, explain and analyse how writers influence readers, using relevant subject terminology to support their views

Assessment Objective		Strands	Elements
AO4	Evaluate texts critically and support this with appropriate textual references	N/A	<i>The AO is a single element</i>

Assessment Objective		Strands	Elements
AO5	<ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences 	1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	1a – [Write] for different forms, purposes and audiences
			1b – Communicate clearly, effectively and imaginatively
			1c – Select and adapt tone, style and register
	<ul style="list-style-type: none"> Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts 	2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	2a – Organise information and ideas
			2b – Use structural and grammatical features
			2c – [Write] to support coherence and cohesion of texts

Assessment Objective		Strands	Elements
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	N/A	<i>The AO is a single element</i>