



GCSE MARKING SCHEME

AUTUMN 2021

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

INTRODUCTION

This marking scheme was used by WJEC for the 2021 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 COMPONENT 1

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Prior to on-screen marking

The first priority is for you to become thoroughly familiar with the material on which the question paper is based. Examiners are asked to go carefully through the examination paper and mark scheme prior to the actual marking process and to consider all questions on the paper. You are also required to mark about ten of each item in training mode. In this mode, you will be able to practise using the on-screen comment bank.

Further guidance on the training process is issued separately.

Online marking

WJEC will be using a method of marking examination scripts known as e marker ® for this paper. Under this system, candidates' scripts are scanned and then transmitted to examiners electronically via the internet. Examiners mark on-screen; marked responses and marks are then submitted electronically.

Whilst the basic principles remain unchanged, this method entails some important changes to the way the system operates when examiners mark on paper:

- Examiners do not mark complete scripts. Instead scripts are divided into segments by question (item), and are transmitted to examiners in this form.

In terms of technical requirements, examiners participating will need a personal computer running on Windows Version 10 and a broadband internet connection. With an Apple Mac a Windows emulator is required.

For further details, please see the user guide available on e-marker ® when you log on. Details of how to log on to the system and your username and password have been sent separately.

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

0	1
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Read lines 1-8.

List five things you learn about Mma Ramotswe in these lines.

[5]

(AO1 1a, b, c and d)

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

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

- she had raised money by inheriting and selling her father's cattle
- all the animals went to her
- she used it to set up a detective agency
- she loved him more than any other man
- she appreciated what he had done for her
- her agency had a slow start
- her services were in surprising and considerable demand (successful)
- she usually came up with information for her clients (good at her job)
- she did not charge a fee if she did not succeed (fair and honest)
- she was an only child

No mark should be awarded for unabridged, unadapted quotation of whole sentences.

0	2
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Read lines 10-25.

What impressions does the writer create of Happy Bapetsi in these lines?

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate. [5]

(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 readers, 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 character of Happy. Subject terminology may be used.

Give 3 marks to those who give some impressions of the character of Happy and use a range of evidence and language choice to support their answers. These responses may begin to use relevant subject terminology accurately to support their comments, where appropriate.

Give 4 marks to those who give accurate impressions of the character of Happy and use a thorough range of evidence and language choice to support their answers. Relevant subject terminology may be used accurately to support comments, where appropriate.

Give 5 marks to those who make accurate and perceptive comments about the character of Happy and use a well-chosen range of evidence and language choice to support their answers. Well-considered, accurate use of relevant subject terminology supports comments effectively, where appropriate.

Details candidates may explore or comment on could be:

- she is nervous/unhappy when she goes to see Mma Ramotswe (she is given tea)
- she seems intelligent (Mma Ramotswe's opinion and Happy is good at arithmetic)
- she has had few worries (few lines on her face)
- she is conscientious/hard working (did well at school)
- she has had a happy life
- she was brought up by her mother/Daddy left to work and never came back
- she is successful (promotion after promotion)
- she is aware of 'sexist' attitudes at work/she has hit the 'ceiling'
- she is satisfied with her life (decent job/good pay/nice house)/she accepts her situation
- no mention of a partner (a single/career woman)/independent
- strong

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

0	3
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Read lines 26-47.

What are Mma Ramotswe's and Happy Bapetsi's thoughts and feelings in these lines? How does the writer create these thoughts and feelings?

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate. [10]

(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 readers 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 straightforward thoughts and feelings of the characters.

Give 3-4 marks to those who identify and give straightforward comments on some of the characters' thoughts and feelings. These answers may simply identify some relevant subject terminology where appropriate.

Give 5-6 marks to those who explore the characters' thoughts and feelings in some detail 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 explore the characters' thoughts and feelings with some detail and insight 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 characters' thoughts and feelings and provide detailed analysis of how language is used to achieve effects and influence the reader. Subtleties of the writer's techniques 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:

- Mma Ramotswe seems pleased for Happy (she smiles and pays her a compliment)
- Happy takes the compliment and admits she **was** 'very happy' but she bluntly announces that her Daddy arrived at the house (clearly not happy about it)
- Mma Ramotswe is shocked/apprehensive (she drew in her breath and thought that fathers were a 'different matter altogether')
- Happy describes the arrival of her 'father' without any obvious enthusiasm/worried (she says she 'almost fainted')
- she pauses in her story (perhaps finding it difficult to go on/or perhaps deliberately for effect)
- Happy resents having to do all the work for her self-invited guest
- Mma Ramotswe expresses her opinion that 'many men are like that' (a typical situation)
- Happy is 'tired' of running after him and says she suspects he is not really her father
- she thinks he is an 'impostor' who is looking for a 'retirement home'
- Mma Ramotswe stares in 'astonishment'
- Happy's questions/her plea for help are said in 'desperation'
- Mma Ramotswe does not 'hesitate'
- her acceptance of her task is emphatic (she says 'I'll find out' twice)
- the writer uses the dialogue and interaction between the two women
- language choice is key
- show and tell
- use of past tense

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

0	4
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Read lines 48-85.

How does the writer show that Mma Ramotswe is clever and effective in these lines?

You should consider:

- **what happens in these lines**
- **the writer's use of language and structure**

You must refer to the text to support your answer, using relevant subject terminology where appropriate. [10]

(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 and influence readers, 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 Mma Ramotswe's character.

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

Give 5-6 marks to those who explore Mma Ramotswe'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 of Mma Ramotswe 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 of Mma Ramotswe 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:

- she quickly constructs an effective plan
- she borrows a nurse's uniform for authenticity/disguises herself
- she increases her speed to make it look as if she is in a hurry
- she runs up to the house to create a sense of urgency
- she pretends to be out of breath
- she convinces the Daddy that Happy has been in an accident and needs an operation
- she is not fooled by his 'act'
- she tells him that the doctors need **a lot** of blood to replace what she has lost
- he suggests paying for blood but she cleverly insists that only a family member can give it (and he is apparently her only relative)
- he makes excuses ('I'm an old man')
- his reluctance has already almost proved he is an impostor
- she claims that they need so much blood it will be dangerous for the donor
- she says bluntly 'You could die' (pushes him into a corner)
- his mouth falls open (the plan is having the intended effect)
- she suggests that a real father would do this for his daughter
- she tugs him towards the van and he now resists openly
- he says 'I don't want to'
- she confronts him, arms folded
- when she threatens him with the law, he drops his head in an admission of his guilt
- she speaks 'firmly'
- she gives him five minutes to get his things
- he looks 'miserable'/any resistance is broken
- as he hesitates she orders him inside
- her tone is forceful and she speaks with authority
- the writer uses dialogue and the interplay of the characters

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

0	5
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To answer this question you will need to consider the passage as a whole.

‘Men are not presented in a positive way in this passage.’

How far do you agree with this view?

[10]

You should write about:

- your thoughts and feelings about how men are 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:

- Mma Ramotswe's father wanted her to have her own business
- he worked and saved to give her a good life
- she loved him beyond all others

- Happy Bapetsi's colleagues at work are envious of her ability
- her career has reached a ceiling because of this envy
- the men are worried that she will make them look stupid

- Mma Ramotswe assumes that a man's bad behaviour has ruined Happy's happiness
- she also says 'many men are like that' when Happy describes her fake daddy

- Happy Bapetsi's 'real' father went away to work, according to her mother
- Happy's mother never really liked him anyway
- abandoned his family and responsibilities?

- Happy's 'Daddy' turns up unannounced on her doorstep
- he invited himself to stay in a spare room
- he is lazy (just sits in his chair and tells Happy what to do for him)
- Happy believes he is an impostor and just looking for a 'good retirement home'
- he 'wails' when he is told about Happy's 'accident'
- Mma Ramotswe is convinced he is just a good actor
- he will not put himself in danger to save his 'daughter'
- he is a pathetic figure when he is forced to confess

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

Good answers **may** be characterised by some of the following features:

Communication and Organisation (AO5)

- a clear and coherent perspective (first or third person)
- content is relevant
- content is sustained and coherent and possibly imaginative
- a clear sense of direction and structure
- an evident sense of cohesion with material linked effectively
- appropriate and well-selected details give substance to the narrative
- details are observed closely and precisely
- close observation of the behaviour and emotions of characters
- convincing use of dialogue to develop plot and characterisation
- some development of reflections on what is experienced or observed by the narrator
- consistent awareness of the reader
- establishing a relationship with the reader/engaging the reader via devices such as asides, statements, questions, humour, a distinctive voice etc...

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression is clear, fluent and controlled (the best answers will show ambition and sophistication in expression as well as a high degree of accuracy)
- there are few, if any, errors (no more than a sprinkling of mistakes)
- tenses are consistent
- vocabulary is used precisely and appropriately to convey meaning
- punctuation is used accurately and appropriately (and unobtrusively)

Less successful answers **may** be characterised by some of the following features:

Communication and Organisation (AO5)

- content is thin and/or brief (lacking substance and scope)
- content is unconvincing and implausible in development
- content has little or no relevance to title (any link is forced or tenuous)
- uncertain sense of perspective (moves from first to third person or vice-versa)
- insecure sense of structure/direction and uncertain or even random sequencing (for example, an uneasy sense of chronology)
- a tendency for details to be handled in isolation with limited sense of substance or cohesion
- physical details described in a generalised, formulaic manner with little development
- general rather than specific description of characters and a tendency to use unconvincing stereotypes
- limited or inappropriate use of dialogue
- limited development of what is observed
- very limited awareness of the reader

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression/phrasing lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous
- tenses are inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise

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	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas 	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
	<ul style="list-style-type: none"> Select and synthesise evidence from different texts 	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	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	N/A	1a – Comment on, explain and analyse how writers use language, using relevant subject terminology to support their views
			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>