



GCSE MARKING SCHEME

SUMMER 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

SUMMER 2024 MARK SCHEME

TEXT A

- A1. How many metres above sea level is Mount Snowdon? [1]**

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

Award one mark for the correct answer:

1085 (metres)

- A2. Who was the first person to climb Mount Snowdon? [1]**

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

Award one mark for the correct answer:

Thomas Johnson

- A3. Approximately, how many people climb Mount Snowdon every year? Tick (✓) the correct answer. [1]**

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

Award one mark for the correct answer:

450,000 people

TEXT B

- A4. The writer suggests you have to be able to ‘comfortably ascend’ the mountain. What does ‘ascend’ mean? Tick (✓) the correct answer. [1]**

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

Award one mark for the correct answer:

to climb up a mountain

- A5. Text B shows what you need to do when preparing to climb a mountain. Put these steps into the order in which they should be completed by numbering them. [3]**

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

- | | |
|---------------------------------------------------------------------------------------------------------------------------------|----------|
| a. Pack the right amount of food, drinks and equipment. Check the weather forecast to make sure you dress appropriately. | 3 |
| b. Prepare physically several months in advance. You must be fit enough to comfortably ascend and descend the mountain. | 1 |
| c. Pace yourself so that you are able to complete the climb. Don't set off too quickly. | 4 |
| d. Plan the route you will take. 24 hours before you set off check online to make sure there are no obstacles. | 2 |

- A6. In Text B, the writer refers to ‘obstacles’. In your own words, explain what an obstacle is. [1]**

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

Award one mark for an answer which suggests:

- something that blocks your way
- something physical that hinders progress
- something that gets in the way/can be a challenge

TEXT C

- A7. Write down the name of a Welsh castle that is mentioned in the brochure. [1]**

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

Award one mark for the correct answer:

(Castell y) Bere

- A8. What is the name of the trail that runs between Barmouth and Dolgellau? [1]**

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

Award one mark for the correct answer:

Mawddach (Trail)

A9. How does the writer of Text C persuade us to visit Snowdonia National Park? [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.

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 limited examples of content that are persuasive, but may struggle to engage with the text and/or the question.

Give 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.

Give 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.

Give 7-8 marks to those who make accurate comments about how a range of different examples from the text persuade, analysing how language and techniques influence the reader. Carefully selected examples accurately support comments .

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from the text persuade. Language and writer's techniques are analysed in relation to how the reader is influenced. Well-considered, accurate use of linguistic terminology supports comments effectively.

Candidates may explore or comment on:

- the park is 823 miles – vast expanse – lots of space
- 'skyscraper peaks' and 'deep wooded valleys' dramatic contrasts – spectacular to see
- 'world's most alluring places' globally impressive
- gives details of the website for those wanting to find out more – making it easy to plan a visit
- the picture is vivid in colour and looks eye-catching and attractive
- use of superlatives to describe it: 'greatest... busiest... tallest' – it is the best
- historically important Edmund Hillary prepared for Everest there
- continued use of vocabulary to stress the beauty and majesty of the place 'mighty'
- tells us it is one of '14' – there are many things to see so the whole area is worth a visit
- gives very specific places to visit 'Carneddau range'
- use of imperatives 'take the shorter...' encourage us to go
- focus on raw and natural aspects 'gnarled...atmospheric...' very appealing
- stresses 'take it easy' 'accessible for all' make it sound like everyone is welcome/something for all
- clear contrast between challenge and 'gentle'
- every need is catered for

Reward valid alternatives.

TEXT D

A10. Give two reasons why people think that climbing Mount Snowdon is easy. [1]

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

Award **one mark** for both of the following correct answers:

Wide paths and a café on top

A11. Explain what is needed to climb Mount Snowdon in the winter months. [5]

This question tests the ability to interpret meaning and ideas in challenging writing and understand and recognise the reliability of texts.

Some ideas candidates may explore:

- the importance of being organised/'be prepared'
- the idea that you need to be properly equipped 'waterproof clothing...insulated'
- the importance of experience/adaptability
- a knowledge of the many hazards/safety precautions/risk aware
- the ability to navigate 'compass...map' and know 'how to use them'
- proper nutrition 'sufficient food'
- an 'up to date' weather forecast so you know how to prepare and what to avoid

TEXT E

- A12. The writer of Text E tells us that ‘Roads have also been clogged with illegally parked vehicles’. Which of the following words best describes the meaning of ‘clogged’ in this context? Tick (✓) the correct answer. [1]

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

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

congested

- A13. Summarise in your words, the reasons why Gwynned Council has hired security guards. [5]

This question tests the ability to summarise information.

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

- some awful behaviour
- unpleasantly large crowds/too many people
- trashing natural surroundings/pool and destroying/destruction of beauty spots
- traffic and illegal parking issues/congestion
- illegal camping/disobeying rules
- dumping of litter/rubbish
- residents feeling unsafe/unhappy/vulnerable

A14. Look at Text D and Text E. Compare what the two writers say about the people who visit Snowdonia. [8]

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

This question tests the ability to interpret themes, meaning, ideas and information in a range of texts and comparing and evaluating the usefulness, relevance and presentation of content.

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

Give 1-2 marks to those who identify basic similarities and differences between the two texts. These answers may restrict themselves to one text only.

Give 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.

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

Give 7-8 marks to those who make comparisons and contrasts that are sustained and detailed, showing clear understanding of the similarities and differences between the two texts. These responses will be supported by convincing, well-selected details.

Text D:

- 'booming popularity' - many people visit
- many are badly equipped
- people wrongly think it is easy
- people are not well prepared/the Mountain Rescue Service are required to support
- people have insufficient fuel
- some people can't navigate

Text E:

- visitors have created a need for security guards/cost of security
- visitors are badly behaved/out of control
- visitors turn up in large numbers
- people have parties/destroy local beauty spots
- most people are respectful
- people create parking issues
- visitors make life difficult for locals
- visitors ignore rules and leave litter

Some comparisons that candidates may explore:

- people disrespect the area (idea of danger/beauty/nature)
- both agree that too many people visit the area
- both agree that rescue/security services are needed to control visitors (drain resources)

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.

Answer **both** B1 and B2

- B1.** 'National Parks, such as Snowdonia, can be enjoyed by everyone but must be protected.' You have been asked to prepare a talk to give to your classmates persuading them of the importance of National Parks and outdoor spaces and why we need to look after them.

Write your talk.

[20]

- B2.** Write a review of a book, film or TV programme giving your views and opinions about what you have read or watched.

Write your review.

[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		