GCSE MARKING SCHEME

SUMMER 2019

ENGLISH LANGUAGE - UNIT 2
3700U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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
SUMMER 2019 MARKING GUIDELINES**

UNIT 2

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. **In what year was the word 'robot' first used?** **[1]**

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

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

1921

A2. **Which one of the following statements is not true? Tick (✓) that box.** **[1]**

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

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

4.   the first working robot started his job in 1981

A3. **List two facts you have learned about the 'first humanoid robot'.** **[2]**

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

Award **one** mark for each of the following, up to a **maximum of 2 marks:**

- it was called Elektro
- it first walked 'the ground' in 1939 / it could walk
- it was <u>just above</u> 2m tall
- it knew 700 words
- it could simulate a conversation

TEXT B

A4. **According to the text, what is the most appropriate definition of a robot? Tick (✓) the correct box.** **[1]**

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

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

4. A machine capable of responding to its environment to automatically carry out complex or repetitive tasks with little, if any, direction from a human being

A5. **What do you learn about 'human-looking' robots in this text?** **[2]**

This question tests the ability to interpret meaning.

Award **one** mark for each of the following, up to a **maximum of 2 marks:**

- they are what most people think of as robots
- they aren't that common / not the only type of robot
- 'human-looking' robots are known as androids

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TEXT C

A6. **According to the text, what percentage of existing jobs in the UK are potentially at risk of being automated?** **[1]**

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

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

30%

A7. **Explain why some jobs are at more risk of being automated than others.** **[2]**

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

Award **one** mark for each of the following explanations, up to a **maximum of 2 marks:**

- Robots/technology can be successfully programmed to perform jobs which are more 'manual' and/or 'routine' e.g. jobs in manufacturing/retail
- Some jobs require more of a 'human touch' and these would be less likely to be automated e.g. health/education where personal contact is more necessary

No marks should be awarded to candidates who copy unselectively from the text.

A8. **Write down one way in which the economy benefits from the use of robots.** **[1]**

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

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

- better efficiency
- would boost the economy / create more wealth
- boost productivity
- increase incomes
- increase demand for human jobs in other areas
- free up people to do more valuable work

TEXT D

A9. The text refers to the possibility that robots will 'revolutionise surgery'. Which of the following definitions best fits the word 'revolutionise' in this context? Tick (✓) the correct box. **[1]**

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

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

4. something which will bring about fundamental change

A10. Give one reason why the robot Versius is more effective than other 'surgical robots'. Explain why this is more effective. **[2]**

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

Award **one** mark for any one of the following **reasons.**

Award **one** further mark for a linked **explanation.**

Reason	Linked explanation
Versius is easier to use	It's smaller than other robots It can be moved around
Versius takes up less space/smaller	Current robots 'are very large' and many have to 'use the operating theatre' according to the robot Versius is easy to move and use
Versius is versatile/can be used in multiple ways	Other robots aren't easily adapted to surgeries other than pelvic surgery
Versius is cheaper/less expensive	Other robots are 'phenomenally expensive' – £2m to buy and each procedure costs an additional £3,000

Reward <u>valid alternatives.</u>

A11. **Synthesise the information in Text B, Text C and Text D to show what robots can be used for.** **[10]**

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.

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 examples. These candidates may restrict themselves to commenting on one text.

Give 3-4 marks to those who identify and give straightforward comments on some examples across at least two of the texts.

Give 5-6 marks to those who explain a number of different examples, from across the texts. These answers may begin to collate details effectively.

Give 7-8 marks to those who make accurate comments about a range of different examples, using information from all three of the texts. These answers will collate details effectively.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of different examples from all three of the texts. Well-considered, confident collation skills will be evident.

Details candidates may explore or comment on could be:

Text B
- to investigate places dangerous for humans (e.g. Mars Curiosity Rover)
- as a car wash / cash ATM / vending machine
- carry out actions / tasks
- as (robotic) arms in factories
- to look and act like humans

Text C
- replace workers in some occupations (e.g. manual/retail/repetitive tasks)
- create wealth / boost economy / more jobs
- as self-driving lorries
- free up people for more valuable work

Text D
- everyday operations / keyhole surgery
- mimic the human arm
- to complete work without tiring
- offer consistency / precision

TEXT E

A.12. **According to the text, what is the 'First Law' of 'robotic existence'?** **[1]**

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

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

To safeguard 'the life and well-being of all humans'

A.13. **How does the writer show that Professor Goodfellow is uncomfortable about the robot?** **[10]**

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

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 one or two superficial details with linked basic textual reference.

Give 3-4 marks to those who identify and give straightforward comments on some of Professor Goodfellow's feelings supported by straightforward textual references.

Give 5-6 marks to those who begin to show some understanding of Professor Goodfellow's feelings supported by appropriate textual references. Candidates will begin to make inferences.

Give 7-8 marks to those who make accurate comments about a range of Professor Goodfellow's feelings supported by well-selected textual references. Candidates show awareness of the writer's use of language and are able to make inferences.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of Professor Goodfellow's feelings supported by convincing, well selected examples and purposeful textual references. Candidates analyse the writer's use of language and make clear inferences.

Details candidates may explore or comment on could be:

- he looked at the robot 'with a certain uneasiness'
- he had 'felt himself giving way' – a sense that he'd had to be talked into it
- that he 'found himself face to face' suggests unwillingness
- describes robot as 'uncommonly large' – unnatural
- he 'flinched' at the sudden speech of the robot
- height re-emphasised 'stood seven feet tall'
- 'had the general proportions of a man' but not quite there?
- Goodfellow 'didn't sound sure' when describing Easy as 'harmless'
- he's suspicious 'without taking his eyes off the robot!'
- he's not reassured by Lanning 'it's just that he seems formidable'
- not happy about Lanning passing the book to Easy 'jumped a little'/'No!'/'Wait!'
- reluctant to give permission, "Yes-yes, of course"
- body language 'mouth open'/'folded arms'/'stared'
- echoes/repeats/questions 'proofreading robot' as though in doubt/disbelief

    Reward <u>valid alternatives.</u>

Editing (5 marks)

In this part of the paper you will be assessed for the quality of your understanding and editing skills.

A14. **Circle** the word that best fits the meaning of the sentence below:

I would not …………. attended the meeting if I'd known. **[1]**

3. have

A15. **Tick (✓) the box of the sentence which is grammatically correct.** **[1]**

When she opened her eyes, she was seeing the strangest of sights. ☐
When she opened her eyes, she saw the strangest of sights. ☑
When she opened her eyes, she seen the strangest of sights. ☐
When she opened her eyes, she sees the strangest of sights. ☐

A16. **Tick (✓) the box of the sentence which is NOT grammatically correct.** **[1]**

Do you have time for this now? ☐
Do she have time for this now? ☑
Do they have time for this now? ☐
Do we have time for this now? ☐

A17. **Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow:**

1. A sandwich has been left out for him in the kitchen.
2. Jacob's shift finally ends just before ten in the evening.
3. He drives home, looking forward to getting something to eat.
4. After parking the car on his drive, he heads inside.
5. Happily, he picks it up and begins to eat.

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

3. He drives home, looking forward to getting something to eat

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

4. After parking the car on his drive, he heads inside.

Actual order: Jacob's shift finally ends just before ten in the evening. He drives home, looking forward to getting something to eat. After parking the car on his drive, he heads inside. A sandwich has been left out for him in the kitchen. Happily, he picks it up and begins to eat.

SECTION B: 40 marks

B1. *In this task you will be assessed for the quality of your proofreading.*

Circle the five errors and write them correctly in the spaces below. **[5]**

Robotics Research Engineer

Salary: £25,000 – £34,500 per annum, depending on experience.

We are looking for a Robotics Engineer to join our ==ambicious== team. The ==sucessful== candidate will be responsible for developing and supporting our research activity and will have a direct impact on our robotics projects.

Robotics International offers a competitive salary and generous pension contributions. Professional growth is guaranteed and ==there== always new opportunities on offer. We offer flexible working hours and a relaxed dress code. ==Its== an exciting ==enviroment== to work in.

1. **ambitious**
2. **successful**
3. **there are**
4. **It's / It is**
5. **environment**

B2. *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.

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

Either *(a)* **Describe an occasion when technology made a difference to your life.**

Or, *(b)* **Write an account of a time you were unwilling to do something.**

B2 Assessment Criteria

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 *(17-20 marks)*	• 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** *(13-15 marks)*	• 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 *(13-16 marks)*	• 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** *(10-12 marks)*	• 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 *(9-12 marks)*	• 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** *(7-9 marks)*	• 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 *(5-8 marks)*	• 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** *(4-6 marks)*	• 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 *(1-4 marks)*	• 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** *(1-3 marks)*	• 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		