



GCSE

4943

English Language (Legacy)

Controlled Assessment Tasks

Wales November 2016 & June 2017

Unit 3

Non-literary reading and writing

Instructions for Teachers

You are advised to read pages 12 to 21 of the specification for detailed advice relating to the administration of written controlled assessment.

The controlled assessment tasks which follow are intended for those candidates whose work will be submitted to WJEC in November 2016 and June 2017.

Candidates should write one response for the Reading section (Studying Written Language) and one response for the Writing section (Creative / Imaginative Writing or Transactional / Persuasive / Discursive Writing).

The Extended Non-literary Text is marked out of a total of 20. Candidates are allowed up to two hours to complete the assignment under controlled conditions.

The time allowance for the Writing piece is up to two hours. This will be marked out of 20 with 10 marks for Content and Organisation and 10 marks for Sentence Structure, Punctuation and Spelling.

Notes, drafts or other scaffolding material cannot be used in any assessment session for the Reading or Writing task.

The controlled assessment criteria are printed at the end of this document.

In subjects such as English Language where it could be advantageous for candidates to have access to work done in previous years, the regulators and WJEC require specific tasks to be changed every year, even if the generic tasks remain the same.

Reading (AO2)

For the first assignment, candidates will be required to study one or more written text(s) that is/are either instructional, explanatory, persuasive, media texts or reports. The text(s) may be selected by the centre from a range including, but not limited to, factsheets, leaflets, letters, extracts from autobiographies, biographies, diaries, advertisements, reports, articles and digital and multi-modal texts of various kinds from newspapers and magazines, brochures and the internet. Within this range of reading, candidates in maintained schools should have opportunities to comply with the requirements of the National Curriculum Order for English in Wales. If one text will not provide sufficient stimulus (because it is short, for example), it is recommended that more than one text be used for this assignment in order to produce a substantial piece of work. If this is the case then the texts should share a common theme in order for students to engage with the materials.

It is not necessary for candidates to compare texts if two or more are used.

Appropriate wording relevant to the material will need to be added to the incomplete tasks below. This will be dependent on the nature of the material.

Generic Tasks – Transactional Reading

1) Consider how the writer tries to persuade you to / Consider how the writers try to persuade you to...

You will need to consider:

- content/arguments presented;
- the effects of linguistic features;
- presentational devices.

2) Consider how the writer presents the information in.... / Consider how the writers present the information in....

You will need to consider:

- content/arguments presented;
- the effects of linguistic features;
- presentational devices.

3) What impression does the writer give of...? How does the writer present this impression? / What impressions do the writers give of...? How do the writers present these impressions?

You will need to consider:

- content/arguments presented;
- the effects of linguistic features;
- presentational devices.

4) What is the writer's attitude to.... and how has he/she presented this attitude? / What are the writers' attitudes to.... and how has he/she presented these attitudes?

You will need to consider:

- content/arguments presented;
- the effects of linguistic features;
- presentational devices.

Writing (AO3)

The second assignment will involve the production of a sustained writing response which is either creative / imaginative or transactional / persuasive / discursive.

Students must choose **either** (a) imaginative or descriptive open writing or (b) transactional writing.

(a) Imaginative or descriptive open writing

Choose one of the following:

Either: Imaginative

- Write a story that begins or ends with the words: 'My mother always warned me, 'Pride comes before a fall.'
- Disappointment.
- She/he knew it had been a mistake to leave her/his mobile phone on the desk.
- The School Reunion *or* The Reunion.
- Write a story that begins with the words: 'He thought that a bunch of roses would sort it out. How wrong he was!'
- Write about a time you felt embarrassed.

Or: Descriptive

- Describe the assembly on the first day of a new school year.
- Describe the scene on the first day of the January sales.
- Describe the scene at a fireworks' display.

(b) Transactional

Choose one of the following:

- Write a letter to your town or county council on an issue that concerns you.

Contextualised example: Your town or county council has decided to save money by closing your local swimming pool/library/sports facility so that there are more funds available for the creation of play groups. Write to your town or county council explaining why you feel this would be a good/bad decision.

- Write an article for a local newspaper about an issue in the news.

Contextualised example: There have been a number of cases of cyber-bullying in your area. Write an article explaining how you think this kind of cruelty could be stopped.

- The Principal/Headteacher of your college/school has invited students to write a report on how it could be improved. Write your report.
- A competition has been created for the best public speaker in the local schools and colleges. Write a speech about an issue that you feel deeply about.

Contextualised example: Write a speech on whether or not we still need to have a royal family in the 21st century.

Unit 3 Assessment Criteria: Reading

Band	Read and understand texts, selecting material appropriate to purpose.	Develop and sustain interpretations of writers' ideas and perspectives.	Explain and evaluate how writers use features to achieve effects and engage and influence the reader.
0 marks	Nothing written or nothing worthy of credit.		
Band 1 1-3 marks	Candidates: make limited attempt to respond to texts; can identify in a limited way some aspects of content.	Candidates: show limited response to the main ideas of texts; show limited awareness of explicit meanings and ideas.	Candidates: show limited awareness of textual features such as presentation and style.
Band 2 4-7 marks	Candidates: make some attempt to respond to texts; can identify some aspects of content.	Candidates: show response to main ideas of texts; show awareness of explicit meanings and ideas.	Candidates: show awareness of textual features such as presentation and style.
Band 3 8-11 marks	Candidates: can describe the main ideas of texts; make a personal response; begin to select relevant and apt detail.	Candidates: begin to probe the sub-text; refer to specific aspects or details when justifying their views.	Candidates: show some awareness of how texts achieve their effects through the writers' use of language, structure and style.
Band 4 12-15 marks	Candidates: convey ideas clearly and appropriately; select and evaluate textual details appropriately.	Candidates: can understand and demonstrate how meaning and information are conveyed in texts; probe texts and sub-texts confidently.	Candidates: make personal and critical responses, referring to specific aspects of language, structure and style to justify their views.
Band 5 16-20 marks	Candidates: make cogent and critical responses; choose textual references carefully; consistently handle texts with confidence.	Candidates: show originality of analysis and interpretation when evaluating details of words and images; at the highest level, have an overview and convey ideas cogently and make assured analysis of writers' ideas.	Candidates: comment fully on the significance of particular words, phrases and stylistic features; are able to evaluate and comment on writers' use of linguistic, grammatical, structural and presentational features.

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.

Unit 3 Assessment Criteria: Writing

Creative / imaginative

0 marks: nothing written or nothing worthy of credit

Content and organisation

(10 marks)

Band 1 1-3 marks

- there is some relevant content despite uneven coverage, e.g. in descriptive writing there is a basic sense of place or atmosphere; in narrative writing there is basic sense of plot and characterisation
- some features of organisation or form are appropriate
- narratives may have a beginning and an ending but content is likely to be undeveloped
- paragraphs may be used to show obvious divisions and to group ideas into some order and sequence
- there is some appropriate selection of detail but often at a general level
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 4-5 marks

- content is relevant and attempts to interest the reader
- in narrative writing there is some control of plot and characterisation, e.g. perspective is maintained
- the writing is mostly organised in an appropriate form
- narrative is beginning to show evidence of some conscious construction, e.g. some appropriate use of dialogue; topic sentences are supported by relevant detail
- there is an appropriate beginning and an apt conclusion
- narrative is developed to engage the reader's interest
- paragraphs are logically ordered and sequenced
- in descriptive writing there is some attempt to focus on detail – moving from the general to the particular
- there is some range of vocabulary, occasionally selected to create effect or to convey precise meaning

Band 3 6-7 marks

- the content is relevant and coherent, and engages and sustains the reader's interest
- in narrative writing plot and characterisation are convincingly sustained, e.g. dialogue helps to develop character
- the writing is organised in an appropriate form
- narrative has shape, pace and detail, engaging the reader's interest
- detailed content is well organised within and between paragraphs
- paragraphs are used consciously to structure the writing
- detailed content is well-organised within and between paragraphs
- there is some use of devices to achieve particular effects
- there is a range of vocabulary selected to create effect or convey precise meaning

Band 4 8-10 marks

- content is well-judged, sustained and pertinent, firmly engaging the reader's interest
- the writing is well-crafted in an appropriate form with distinctive structural or stylistic features
- narrative writing is developed with originality and imagination
- in narrative writing, plot and characterisation are effectively constructed and sustained
- material is selected and prioritised to maintain interest
- narrative is purposefully organised and sequenced and well-paced
- paragraphs are effectively varied in length and there is a sophisticated organisation of detailed content within and between paragraphs
- cohesion is reinforced by the use of text connectives and other linking devices
- devices to achieve particular effects are used consciously and effectively
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling

(10 marks)

0 marks: nothing written or nothing worthy of credit

Band 1 1-3 marks

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as 'and' or 'so'
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 4-5 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 6-7 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Band 4 8-10 marks

- there is appropriate and effective variation of sentence structures
- there is a sophisticated use of simple, compound and complex sentences to achieve particular effects
- accurate punctuation is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- virtually all spelling, including that of complex irregular words, is correct
- tense changes are used confidently and purposefully

Marks awarded

Content and organisation	/10
Sentence structure, punctuation and spelling	/10
TOTAL	/20

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.

Explanatory and persuasive

An understanding of purpose, audience and format is particularly important in this type of writing.

0 marks: nothing written or nothing worthy of credit

Content and organisation

(10 marks)

Band 1 1-3 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant content despite uneven coverage of the topic
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- some attempt to adapt style to purpose / audience (e.g. degree of formality)
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 4-5 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader / intended audience
- a sense of purpose shown in content coverage and some reasons are given in support of opinions and ideas
- sequencing of ideas provides coherence
- paragraphs are logically ordered and sequenced (e.g. topic sentences are supported by relevant detail, use of sub-headings when appropriate)
- a clear attempt to adapt style to purpose / audience (e.g. use of features of newspapers / magazines)
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 6-7 marks

- shows clear understanding of the purpose and format of the task (e.g. newspaper / magazine format)
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in content coverage; appropriate reasons given in support of opinions / ideas
- ideas are shaped into coherent arguments
- paragraphs are used consciously to structure the writing
- style is adapted to purpose / audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

Band 4 8-10 marks

- shows sophisticated understanding of the purpose and format of the task
- shows sustained awareness of the reader / intended audience
- content coverage is well-judged, detailed and pertinent
- arguments are convincingly developed and supported by relevant detail
- ideas are selected and prioritised to structure the whole text effectively
- paragraphs are effectively varied in length and structure to control progression
- confident and sophisticated use of a range of stylistic devices adapted to purpose / audience
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling

(10 marks)

0 marks: nothing written or nothing worthy of credit

Band 1 1-3 marks

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as 'and' or 'so'
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 4-5 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 6-7 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Band 4 8-10 marks

- there is appropriate and effective variation of sentence structures
- there is a sophisticated use of simple, compound and complex sentences to achieve particular effects
- accurate punctuation is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- virtually all spelling, including that of complex irregular words, is correct
- tense changes are used confidently and purposefully

Marks awarded

Content and organisation	/10
Sentence structure, punctuation and spelling	/10
TOTAL	/20

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.