Unit 3: Crafting Language (Writing) – mark scheme

Section A

Question Number	Indicative Content
1	Students should write their feature article in a style and register suitable for their chosen audience, purpose and context, demonstrating their expertise and creativity in the use of English and their use of the stimulus texts. Students' feature articles may be characterised by: • predominantly Standard English lexis and grammar • standard use of punctuation • appropriate lexical fields • use of discourse markers to signpost the reader • effective grammatical transitions between paragraphs • language to create a relationship with the audience • use of headings and subheadings • adaptation of material from source text through techniques, e.g. direct quotation, free indirect speech, narrative report of speech or paraphrase. Students should not use a newspaper layout (i.e. no columns, graphics or captions).

Please refer to the specific marking guidance on page 2 when applying this marking grid.		
Level	**Mark**	**AO5 descriptor**
	0	No rewardable material.
Level 1	1–4	**Descriptive** • Writing is uneven. • There are frequent errors and technical lapses. • Shows limited understanding of requirements of audience and function. • Presentation of data is formulaic and predictable.
Level 2	5–8	**General understanding** • Writing has general sense of direction. • There is inconsistent technical accuracy. • Shows general understanding of audience and function. • Some attempt to craft the presentation of data, with general elements of engagement.
Level 3	9–12	**Clear relevant application** • Writing is logically structured. • There are few lapses in clarity. • Shows clear understanding of audience and function. • Clear awareness of appropriate presentation of data, with some engaging and original elements.
Level 4	13–16	**Discriminating controlled application** • Writing is effectively structured. • Writing is consistently accurate. • Consistently applies understanding of audience and function. • Presents data in an original and consistently engaging manner.
Level 5	17–20	**Critical and evaluative** • Writing is controlled and confident throughout. • Writing is consistently accurate. • Demonstrates discriminating understanding of audience and function. • Crafts data in an assured and original response.

Section B

Question Number	Indicative Content
2	Students are expected to produce an analytical commentary that should: • analyse and evaluate their language choices • show how the source texts have been re-shaped to meet their new genre, audience and purpose • comment on the influence of contextual factors • show understanding of language concepts and issues relevant to the task.

Please refer to the specific marking guidance on page 2 when applying this marking grid.					
Level	**Mark**	**AO1 = bullet point 1**	**AO2 = bullet point 2, 3, 4**	**AO3 = bullet point 5**	**AO4 = bullet point 6**
	0	No rewardable material.			
Level 1	1–6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts is limited. • Knowledge of issues is limited. • Uses a descriptive approach or paraphrases with little evidence of applying understanding to the reshaping of the source texts. • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the reshaping of source texts. • Makes limited connections between re-shaping of source texts and own writing.			
Level 2	7–12	**General understanding** • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts. • Summarises basic issues. • Applies some understanding to the reshaping of the source texts. • Describes contextual factors and language features. Makes some links between these and the construction of meaning in the reshaping of source texts. • Makes obvious connections between re-shaping the source texts and own writing.			
Level 3	13–18	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding of relevant concept. • Clear understanding of relevant issues. • Clear application of understanding to the reshaping of the source texts. • Explains construction of meaning in the reshaping of source texts, by making relevant links to contextual factors and language features. • Makes relevant connections between re-shaping the source texts and own writing.			

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2, 3, 4	AO3 = bullet point 5	AO4 = bullet point 6
Level 4	19–24	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection of a range of relevant concepts. • Discriminating selection of a range of relevant issues. • Discriminating application of understanding to the reshaping of the source texts. • Makes inferences about the construction of meaning in the reshaping of source texts, by examining relevant links to contextual factors and language features. • Makes discriminating links between re-shaping the source texts and own writing.			
Level 5	25–30	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative selection of a wide range of relevant concepts. • Evaluative selection of a wide range of relevant issues. • Applies critical understanding to the reshaping of the source texts. • Critically examines relevant links to contextual factors and language features by evaluating construction of meaning in the reshaping of source texts. • Makes critical connections between re-shaping the source texts and own writing.			