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# AS MARKING SCHEME

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**SUMMER 2016**

**ENGLISH LANGUAGE  
NEW AS – COMPONENT 2**

**B700U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 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.

## COMPONENT 2: USING LANGUAGE

### MARK SCHEME

#### Section A: Investigating Data

	A01
Section A (a) - (c)	20 Marks

1. Tasks (a) to (c) require short responses and test the ability to apply appropriate methods of language analysis and use associated terminology (A01).

Assessment will take into account the quality of written expression, but accept minor inaccuracy in spelling of key terms. [20 Marks in total]

- (a) Identify two different phonological techniques used in the advertisements. Write down the examples you have selected. Describe each one using accurate terminology and briefly explain the effects created in each case. [4]

Points must be linked to the **sound** of words or phrases, and examples should be cited from examples in the corpus of data.

No more than **two** examples can be assessed. Award **one** mark for each appropriate use of terminology (up to a maximum of 2 marks) and **one** mark for a relevant brief explanation (up to a maximum of 2 marks).

Acceptable answers: terminology	Acceptable answers: brief comment	Unacceptable answers
<p><b>Alliteration</b></p> <p>-READ IT AND REAP -Guardian Gardener -Price Promise</p> <p><b>Sibilance</b></p> <p>slender, swaying stems</p>	<p>Emphatic and creates a light-hearted tone. Highlights key slogans and brand names.</p> <p>soft sounds reflect gentle nature of the flowers</p>	<p>References to:</p> <ul style="list-style-type: none"> <li>- syntax</li> <li>- word classes (unqualified - not linked to effect)</li> </ul>
<p>Rhyme</p> <p><b><u>Book your Holi'yay' today</u></b></p>	<p>Light hearted tone and sense of excitement</p>	

Acceptable answers: terminology	Acceptable answers: brief comment	Unacceptable answers
<b>Homophone:</b>  Can you spot <b>MISTEAKS</b> ?	Eye-catching and humorous, encourages reader to believe they have skills as a proof-reader	
<b>Rhythm</b>  <b>Repetition of monosyllabic words:</b>  IT'S A MAD, MAD, MAD, MAD SALE! ...FOR A SMART, SMART, SMART, SMART READER	Sense of urgency. Eye-catching and playful.	

The list above is not exhaustive. Other valid responses should be awarded.

- (b) Identify four lexical or semantic effects used in the advertisements. Write down the examples you have selected. Describe each one using accurate terminology and briefly explain the effects created in each case. [8]**

Points must be linked to word choice and meaning and examples should be cited from the advertisements in the corpus of data.

No more than four examples can be assessed. Award one mark for each appropriate use of terminology (up to a maximum of four marks) and one mark for a relevant brief explanation (up to a maximum of four marks).

Acceptable answers: terminology	Acceptable answers: brief comment	Unacceptable answers
<b>Word play -</b> Puns: e.g. Holi'yay' - a blend of the abstract noun 'Holiday' and colloquial interjection 'Yay'  Disrupted collocations: Read it and Reap (an inversion of the idiom 'Read it and Weep')	Suggests relaxed relationship between author and audience; reflective of holiday mood. Positive connotations of colloquial affirmative 'yay'  Inverts negative connotations of the original idiom into more positive ones - dynamic verb 'reap' suggestive of wealth and profit	References to:  - phonology - grammar - word classes (unqualified - not linked to effect)

Acceptable answers: terminology	Acceptable answers: brief comment	Unacceptable answers
<p><b>Semantic field/lexical set:</b></p> <p>Butterfly, flowers, Gardener, stems, plants</p> <p>upload, download, streaming, media</p>	<p>Linked to topic of advertisement. Connotations of nature flourishing.</p> <p>Linked to topic of advertisement. Connotations of new technologies.</p>	
<p><b>Shortened forms</b></p> <p><b>Abbreviation/Initialism:</b></p> <p>4G (Fourth Generation) 8GB (8 Gigabytes) £26ph (Per Hour) Glam (Glamorous)</p>	<p>Eye-catching and practical; appealing to a particular audience with a shared knowledge; allows for maximum information with minimum space, as is needed in advertising</p>	
<p><b>Engaging with audience</b></p> <p><b>First person/second person pronouns and direct address:</b></p> <p>'We are the bank...' 'Can <b>you</b> spot...' '<b>You</b>'ll sail'</p>	<p>Conversational; creates rapport with the audience; encourages purchase of product due to close relationship between writer/reader</p>	
<p><b>Positive presentations</b></p> <p><b>Superlative and comparative adjectives:</b></p> <p><b>hottest</b> ever sale; Read by <b>more</b> Senior Business Leaders than any other daily;</p>	<p>Suggests exclusivity and superiority; connotations of being of a higher class and status</p>	
<p><b>Figurative language</b></p> <p><b>Metaphor</b> Butterfly Magnets Mix; Billowing pincushion flowers; a splash of freshness</p>	<p>Creates imagery; connotations of colour and vibrancy</p> <p>Connotations of youthful excitement</p>	

Acceptable answers: terminology	Acceptable answers: brief comment	Unacceptable answers
<b>Typography</b>  <b>Non-standard random capitalisation</b>  LiVe <u>LifE</u> on 4G	Suggests youthful rebellion and is reminiscent of the idiom 'Live life on the edge' (the abstract noun 'edge' is also the name of the new Samsung phone)	

The list above is not exhaustive. Other valid responses should be awarded.

- (c) **Identify four different grammatical structures used in the advertisements. Write down the examples you have selected. Describe each one using accurate terminology and briefly explain the effects created in each case.** [8]

Points must be linked to grammatical structure, and examples must be cited from the corpus of data provided.

No more than four examples can be assessed. Award one mark for each appropriate use of terminology (up to a maximum of three marks) and one mark for a relevant brief explanation (up to a maximum of three marks).

Acceptable answers: terminology	Acceptable answers: brief comment	Unacceptable answers
<b>Modification of noun phrases</b>  - The only Daily Briefing - Fantastic value getaways - sneeze-free Summer	Linked to the topic of the advertisement. For example, 'Daily Briefing' is taken from the lexical field of business and commerce; 'sneeze-free Summer' connotes that the product can offer a remedy to hay fever	References to:  -phonology -word classes -(unqualified - not linked to effect)

Acceptable answers: terminology	Acceptable answers: brief comment	Unacceptable answers
<p><b>Grammatical Patterning</b></p> <p><b>Listing of triadic and quadratic structures</b></p> <p>ONE BANK, 30 MILLION CLIENTS, 76 COUNTRIES, ONE TEAM SPIRIT (parallel phrasing/patterning/quadratic listing of abstract nouns)</p> <p><b>Parallel syntax</b></p> <p>Upload downstairs Download upstairs (collocating adverbials of place and prepositions 'up' and 'down')</p>	<p>Creates a sense of community and cohesion, despite the enormous size of the bank's clientele.</p> <p>Humorous and playful. Shared knowledge with reader of meaning of technological verbs. Connotations that their broadband 'streams' to anywhere in the house</p>	
<p><b>Minor sentences</b></p> <p>Honest. (Non-standard use of abstract noun rather than adverb 'honestly'.)</p> <p>So fresh!! (exclamatory)</p>	<p>Humorous and hyperbolic as it is untrue - obvious due to the previous personification of bees. Mimics spoken language, conversational. Creates a friendly rapport.</p> <p>Playful in tone. Connotations of a new and exciting product</p>	
<p><b>Simple sentences and grammatical moods</b></p> <p>Can you spot MISTEAKS? (rhetorical interrogative)</p> <p>Discover a range of natural allergy remedies for a sneeze-free Summer (imperative)</p>	<p>Straightforward and accessible. Encourages reader to be active in spotting the 'mistake'</p> <p>Encourages audience to view this product as a solution to their allergies</p>	
<p><b>Parenthetical clause</b></p> <p>(upgrade to Standard Premier at a supplement)</p>	<p>Suggests options to further improve the holiday package available.</p>	

The list above is not exhaustive. Other valid responses should be awarded.

**Task (d) requires an extended response. There should be some evidence of wider knowledge.**

	<b>A02</b>	<b>A03</b>	<b>A04</b>
Section A (d)	10 marks	10 marks	10 marks

- (d) Analyse and evaluate the ways in which advertisements are used in newspapers and magazines to engage their target audience. [30]**

**In your response you should consider:**

- **the context**
- **the tenor and the effect of the lexical choices**
- **how form and structure are used to create impact**
- **how phonology is used**
- **the similarities and/or differences.**
- **Use the corpus of data, your answers to (a) – (c), and your own knowledge to inform your response.**

There will be a range of different approaches to this question, but discussion should focus on the language features used to engage the target audience, the effect of the contextual factors, and on establishing connections between the texts. Responses should also show a critical understanding of the advertisements and their function in introducing a product or service.

### **Overview**

Advertisements in magazines and newspapers function as brief, persuasive summaries of a product or service. They are designed to be simple, easily readable, eye-catching and effective at engaging their specific target audience. Due to the wide range of possible audiences, advertisements vary widely in register and tone, often attempting to mirror the language used by their target audience (e.g. Advert 10 and its use of 4G, 8GB and language within the lexical field of mobile telephone technology). They seek to influence the reader's opinion through a range of persuasive techniques (e.g. positive pre-modification; rhetorical interrogatives; triadic and quadratic structures; repetition of key words and phrases; direct address and personal pronoun use; humour and word play etc.).

### **Notes**

#### **Medium**

- the importance of catching the attention of the reader and introducing the topic
- the importance of simplicity
- the need for instant impact
- restricted space - elliptical, brief and simple in most cases
- use of typographical features e.g. bold print, capitalisation, font size, use of underlines



## Register

- levels of formality and informality are linked to product and target audience
- use of humour and playful tone e.g. Holiyay
- relationship with reader e.g. pronouns that engage (Advertisement 1)

## Lexis and Semantics

- connotations of words e.g. youthful and vibrant (fresh, enriched, glam); luxurious (Parisian, classic)
- pre-modification e.g. sneeze-free Summer, (compound adjective)
- post-modification e.g. the Samsung Galaxy edge with 8GB of data (prepositional phrase)
- verb forms e.g. 'we are the bank investing...' (non-finite clause)
- word play e.g. Puns: e.g. Holi'yay' (lexical blend of the abstract noun 'Holiday' and colloquial interjection 'Yay'); Read it and Reap (disrupted collocation 'Read it and Weep'); Upload downstairs Download upstairs (disrupted collocation, repetition)
- initialism and abbreviation e.g. 4G; 8GB; UK; 26ph

## Phonology

- sound patterning to make advertisements more memorable e.g. **alliteration**: Guardian Gardener, Live Life **sibilance**: sneeze-free Summer; slender, swaying stems
- sequences of emphatic monosyllabic words e.g. make the most; Don't miss out
- humorous effects e.g. Book your Holi'yay'; READ IT AND REAP
- use of homophones e.g. Can you spot MISTEAKS? (deliberate misspelling of noun)

## Form and Structure

- noun phrases - compact information e.g. Fantastic value getaways; unique stately home
- sentence structure: simple sentences - straightforward and easy to read e.g. It's a MAD, MAD, MAD, MAD sale!; complex sentences (Advertisement 11)
- bullet pointed asyndetic listing - fast delivery of detailed information
- minor sentences and fragmented grammar - economy of word use e.g. so fresh!; Honest.
- patterns of imperatives with an assertive tone e.g.) Discover a range...; Discover Paris...; Join us at...; Register now...

## Pragmatics (contextual aspects of language use)

- shared knowledge i.e. there is an assumption that readers will understand the references e.g. 26ph; £50 ONO; broadband for streaming; 4G; 8GB; Daily Briefing
- tenor varies depending upon audience: formal, high register and complex language for Advertisement 2 (including Latinate noun 'Scabiosa'; metaphorical description 'Butterfly Magnet' and 'Billowing pincushion'); low register simple language for Advert. 9 (repetition of monosyllabic adjective MAD, MAD, MAD, MAD)
- humour used to engage audience e.g. In a recent survey 100% of bees would recommend. Honest (creates a friendly rapport suitable for the treatment of a minor ailment)
- serious, corporate tone for Advertisement 1 e.g. The Times means business (idiom has connotations of power and authority), Daily Briefing (connotations of corporate meetings)

### Assessment Grid Component 2: Section A part (d)

<b>BAND</b>	<b>AO2</b> <b>Demonstrate critical understanding of concepts and issues relevant to language use</b>  <b>10 marks</b>	<b>AO3</b> <b>Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</b>  <b>10 marks</b>	<b>AO4</b> <b>Explore connections across texts, informed by linguistic concepts and methods</b>  <b>10 marks</b>
<b>5</b>	<b>9-10 marks</b> Detailed understanding of concepts (e.g. genre) and issues (cultural issues) <ul style="list-style-type: none"> <li>Relevant and concise textual support</li> </ul>	<b>9-10 marks</b> <ul style="list-style-type: none"> <li>Confident analysis and evaluation of contextual factors</li> <li>Productive discussion of the construction of meaning</li> </ul>	<b>9-10 marks</b> <ul style="list-style-type: none"> <li>Subtle connections established between texts</li> <li>Perceptive overview</li> </ul>
<b>4</b>	<b>7-8 marks</b> <ul style="list-style-type: none"> <li>Secure understanding of concepts (e.g. genre) and issues (e.g. cultural references)</li> <li>Consistent apt textual support</li> </ul>	<b>7-8 marks</b> <ul style="list-style-type: none"> <li>Secure analysis and evaluation of contextual factors</li> <li>Thorough discussion of the construction of meaning</li> </ul>	<b>7-8 marks</b> <ul style="list-style-type: none"> <li>Purposeful connections between texts</li> <li>Focused overview</li> </ul>
<b>3</b>	<b>5-6 marks</b> <ul style="list-style-type: none"> <li>Sound understanding of concepts (e.g. genre) and issues (e.g. readership)</li> <li>Generally appropriate textual support</li> </ul>	<b>5-6 marks</b> <ul style="list-style-type: none"> <li>Sensible analysis of contextual factors</li> <li>Generally clear discussion of the construction of meaning</li> </ul>	<b>5-6 marks</b> <ul style="list-style-type: none"> <li>Sensible connections between texts</li> <li>Competent overview</li> </ul>
<b>2</b>	<b>3-4 marks</b> <ul style="list-style-type: none"> <li>Some understanding of concepts (e.g. genre) and issues (e.g. readership)</li> <li>Some points supported by textual references</li> </ul>	<b>3-4 marks</b> <ul style="list-style-type: none"> <li>Some valid analysis of contextual factors</li> <li>Simple discussion of the construction of meaning</li> </ul>	<b>3-4 marks</b> <ul style="list-style-type: none"> <li>Some basic connections between texts</li> <li>Broad overview</li> </ul>
<b>1</b>	<b>1-2 marks</b> <ul style="list-style-type: none"> <li>One or two simple points made about concepts (e.g. genre) and issues (e.g. readership)</li> <li>Limited textual support</li> </ul>	<b>1-2 marks</b> <ul style="list-style-type: none"> <li>Some awareness of context</li> <li>Limited sense of how meaning is constructed</li> </ul>	<b>1-2 marks</b> <ul style="list-style-type: none"> <li>Some links made between texts</li> <li>Vague overview</li> </ul>
	<b>0 marks:</b> Response not credit worthy or not attempted		

## Section B: Creative Writing

	A03	A05
(a) or (b)	-	30 marks
(c)	20 marks	-

Candidates are required to respond to either (a) or (b). Part (c) is compulsory

2.

Either

- (a) Write a product review to be published in a lifestyle supplement of a broadsheet newspaper. You must use one of the advertisements from the corpus of data as a stimulus, but you may introduce ideas of your own. You should aim to write approximately 350 words. [30]**

This creative response should develop from the advertisement chosen. The response should make clear reference to a product and candidates have the opportunity to expand creatively on the information provided.

Approaches should include:

- some sense of genre e.g.) headings, subheadings, bullet points or etc.
- an appropriate style and register for a product review in a broadsheet lifestyle supplement
- clear articulation of attitudes regarding the chosen product and its pros/cons
- engagement with the audience e.g. humour
- use of a wide range of lexical and semantic techniques
- appropriate and engaging written expression

Or

- (b) Compose a piece of travel writing for an online blog aimed at gap-year students. You must use either advertisement 4 or 14 from the corpus of data as a stimulus, but you may introduce ideas of your own. You should aim to write approximately 350 words. [30]**

This creative response should take an appropriate form for an online blog aimed at young gap year students. The blog should offer an informative and entertaining insight into travel and should be broadly based upon the travel advertisements referenced in the question.

Approaches should include:

- Some sense of genre e.g.) headings, subheadings, bullet points or etc.
- an awareness of the specified audience (gap-year students)
- effective stylistic choices e.g.) a strong sense of personal voice
- appropriate and engaging written expression
- use of a wide range of lexical and semantic techniques
- engagement of audience and possibly a playful tone
- Descriptive style

- (c) Write a commentary analysing and evaluating the linguistic and grammatical choices you have made in your writing. Comment particularly on your language features and their effectiveness in relation to the context given in either part (a) or part (b). You should aim to write approximately 250 words.**

**[20]**

Candidates should demonstrate their ability to analyse and evaluate their own linguistic and structural choices. There should be a clear attempt to explain what they have tried to achieve (e.g. modifiers to convey attitudes; use of proper nouns to establish setting) and to assess the effectiveness of their blog. Discussion should explore how the key contextual factors (e.g. audience, purpose and genre) and the distinctive language features (e.g. figurative language; attributive/predicative adjectives; grammatical mood; sentence structure; subject specific language) have shaped meaning.

## Assessment Grid Component 2: Section B Creative Writing

BAND	AO5 Demonstrate expertise and creativity in the use of English in different ways 30 marks	Guidance
5	<b>25-30 marks</b> <ul style="list-style-type: none"> <li>• High level of creativity with some flair</li> <li>• Confident and original expression</li> <li>• Skilful engagement with audience</li> <li>• Form and structure linked intelligently to content</li> </ul>	<p><b>High (29-30):</b> Demonstrates expertise and self-assurance, flair and originality with language consciously and creatively manipulated for effect. Intelligent and engaging writing. Skilful engagement with audience.</p> <p><b>Mid (27-28):</b> Accurate and confident throughout. Originality in approach, content and style. Thoughtful personal engagement with task and audience. Assured control of content. Form and structure linked intelligently.</p> <p><b>Low (25-26):</b> Very good understanding of task. Genre and style understanding underpins choices made about form/structure. Polished style. Voice confident in places, with some confident engagement with audience.</p>
4	<b>19-24 marks</b> <ul style="list-style-type: none"> <li>• Thoughtful creativity</li> <li>• Well-crafted and controlled expression</li> <li>• Effective engagement with audience</li> <li>• Form and structure purposefully linked to content</li> </ul>	<p><b>High (23-24):</b> Strong sense of the writer as an individual. Thoughtful creativity. Some assured linguistic choices. Response shaped by target audience. Explicit focus on task genre. Carefully controlled and sustained expression.</p> <p><b>Mid (21-22):</b> Some assurance in the approach—although not all creative choices will be effective. Engagement with audience well developed. Writing demonstrates some interesting features. Purposeful linking of form and structure to content.</p> <p><b>Low (19-20):</b> Response consciously crafted for effect in places. Some purposeful language choices. Secure understanding of audience. Good structure.</p>
3	<b>13-18 marks</b> <ul style="list-style-type: none"> <li>• Reasonable creativity</li> <li>• Sound expression</li> <li>• Clear attempt to engage audience</li> <li>• Form and structure sensibly linked to content</li> </ul>	<p><b>High (17-18):</b> Clear personal voice. Creative linguistic choices. Clear engagement with target audience. Organises material for effect. Expression generally sound and style controlled.</p> <p><b>Mid (15-16):</b> Response generally clear and accurate. Some sensible personal, creative language choices. Clear focus on task and audience. Sensible development of content.</p> <p><b>Low (13-14):</b> Expression mostly sound. Clear organisation. Focuses on demands of task and attempts to engage with audience. Good sense of shaping the writing. Some understanding of link between form, content and structure.</p>
2	<b>7-12 marks</b> <ul style="list-style-type: none"> <li>• Some creativity</li> <li>• Basic expression with some accuracy</li> <li>• Some awareness of audience</li> <li>• Some attempt to match form and structure to content</li> </ul>	<p><b>High (11-12):</b> Straightforward expression. Some creative engagement with task. Sense of structure. Clear signs that knowledge of genre underpins some lexical choices. Some awareness of audience.</p> <p><b>Mid (9-10):</b> Adequate expression. Knowledge of genre and basic awareness of audience underpin some linguistic decisions. Some evidence that link between form/content is understood.</p> <p><b>Low (7-8):</b> Technical errors but they will not affect understanding. Some basic awareness of genre and audience in places. Some stylistic inconsistency.</p>
1	<b>1-6 marks</b> <ul style="list-style-type: none"> <li>• Limited creativity</li> <li>• Errors in expression and lapses in clarity</li> <li>• Limited sense of audience</li> <li>• Limited attempt to link form and structure to content</li> </ul>	<p><b>High (5-6):</b> Technical inaccuracy and lack of fluency in expression. Some limited awareness of audience. Some evidence of occasional attempt to choose words for effect.</p> <p><b>Mid (3-4):</b> Expression lacks clarity/accuracy. Limited understanding of task. Response may lack development.</p> <p><b>Low (1-2):</b> Expression often awkward and frequent technical errors. Little explicit evidence of organisation. cursory awareness of demands of task. Response may be very brief or incomplete.</p>
0	<b>0 marks:</b> Response not credit worthy or not attempted	

### Assessment Grid Component 2: Section B Critical Writing

<b>BAND</b>	<b>AO3</b> <b>Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</b> <b>20 marks</b>
<b>5</b>	<b>17-20 marks</b> <ul style="list-style-type: none"> <li>• Confident analysis of contextual factors</li> <li>• Productive discussion of the construction of meaning</li> <li>• Perceptive evaluation</li> </ul>
<b>4</b>	<b>13-16 marks</b> <ul style="list-style-type: none"> <li>• Effective analysis of contextual factors</li> <li>• Some insightful discussion of the construction of meaning</li> <li>• Purposeful evaluation</li> </ul>
<b>3</b>	<b>9-12 marks</b> <ul style="list-style-type: none"> <li>• Sensible analysis of contextual factors</li> <li>• Generally clear discussion of the construction of meaning</li> <li>• Relevant evaluation</li> </ul>
<b>2</b>	<b>5-8 marks</b> <ul style="list-style-type: none"> <li>• Some valid analysis of contextual factors</li> <li>• Undeveloped discussion of the construction of meaning</li> <li>• Inconsistent evaluation</li> </ul>
<b>1</b>	<b>4 marks</b> <ul style="list-style-type: none"> <li>• Some general awareness of context</li> <li>• Limited sense of how meaning is constructed</li> <li>• Limited evaluation</li> </ul>
<b>0</b>	<b>0 marks</b> Response not credit worthy or not attempted