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# **GCE A LEVEL MARKING SCHEME**

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**SUMMER 2023**

**A LEVEL  
ENGLISH LANGUAGE - COMPONENT 3  
A700U30-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 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.

**EDUQAS GCE A LEVEL ENGLISH LANGUAGE**  
**COMPONENT 3: CREATIVE AND CRITICAL USE OF LANGUAGE**  
**SUMMER 2023 MARK SCHEME**

**General Advice**

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by **all**.

Particular attention should be paid to the following instructions regarding marking:

- Make sure that you are familiar with the assessment objectives (**AOs**) that are relevant to the questions that you are marking, and the respective **weighting** of each AO. The advice on weighting appears in the Assessment Grids at the end.
- Familiarise yourself with the questions, and each part of the marking guidelines.
- Be positive in your approach: look for details to reward in the candidate's response rather than faults to penalise.
- As you read each candidate's response, annotate using wording from the Assessment Grid/Notes/Overview as appropriate. Tick points you reward and indicate inaccuracy or irrelevance where it appears.
- Explain your mark with summative comments at the end of each answer. Your comments should indicate both the positive and negative points as appropriate.
- Use your professional judgement, in the light of standards set at the marking conference, to fine-tune the mark you give.
- It is important that the **full range of marks** is used. Full marks should not be reserved for perfection. Similarly, there is a need to use the marks at the lower end of the scale.
- No allowance can be given for incomplete answers other than what candidates actually achieve.
- Consistency in marking is of the highest importance. If you have to adjust after the initial sample of scripts has been returned to you, it is particularly important that you make the adjustment without losing your consistency.
- Please do not use personal abbreviations or comments, as they can be misleading or puzzling to a second reader. You may, however, find the following symbols useful:

E	expression
I	irrelevance
e.g. ?	lack of an example
X	wrong
(✓)	possible
?	doubtful
R	repetition

## General Instructions – Applying the Mark Scheme

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).

Examiners must firstly decide the band for each tested AO that most closely describes the quality of the work being marked. Having determined the appropriate band, 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.

- 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 look for and 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 task and reward as directed by the banded levels of response.

Candidates are free to choose any approach that can be supported by evidence, and they should be rewarded for all valid interpretations of the texts. Candidates can (and will most likely) discuss features of the texts other than those mentioned in the mark scheme.

## COMPONENT 3: CREATIVE AND CRITICAL USE OF LANGUAGE

### MARK SCHEME

#### General Notes

In making judgements, look carefully at the marking grid, and at the 'Notes' which follow. We may expect candidates to select some of the suggested approaches, but it is equally possible that they will select entirely different approaches. Look for and reward valid alternative approaches which demonstrate independent thinking, creativity and expertise.

	AO3	AO5
Tasks 1(a) <b>and</b> (b) <i>OR</i> 2(a) <b>and</b> (b)	N/A	30 marks each
Task (c)	20 marks	

**EITHER,**

1. (a) Stephen, one of the shipwrecked boys, kept a diary while they were stranded on the island. Write the entry for one day.

Aim to write approximately 300 words.

**[30]**

*This question tests the candidate's ability to demonstrate expertise in shaping, crafting and developing ideas to engage the reader, and to use a critical selection of language and language features.*

The diary entry could take a variety of forms, but it should be written in the first person. It should be focused on one day but may refer to previous events, and hopes and fears for the future. An informal style with ellipsis may be used, or there may be more formality with a sense of leaving a record for future readers. The entry is likely to feature everyday tasks, problems and solutions as well as interactions between the boys.

Characteristics of a successful response may include:

- clear understanding of the purpose to describe Stephen's experiences and express feelings
- insightful awareness of the audience's needs e.g. explanation, emotive language to engage empathy
- linguistic choices appropriate to diary genre e.g. informal language features, quoted speech
- form suitable for one day's diary entry e.g. reference to time, first person, processing of events
- consistent control of viewpoint e.g. events filtered by Stephen's character, concerns and attitudes
- appropriate and relevant information e.g. description of island, details of food preparation
- clear, logical and appropriate structure to engage the audience e.g. paragraphs, cohesion
- astute contextual awareness of the medium e.g. humour, confession, documentation
- effective stylistic choices e.g. imagery, relevant anecdote, thoughtful lexical choices
- creative development of content drawn from the stimulus material e.g. cooperation between boys
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre e.g. failure to write one day's diary entry by Stephen
- inappropriate stylistic choices for genre e.g. unfocused narrative, loss of cohesion
- failing to convincingly meet the requirements of the task e.g. no reference to island setting
- limited awareness of reader's needs e.g. lack of explanation or detail
- inappropriate or irrelevant information
- over-reliance on stimulus material e.g. unmediated quotation
- awkward, inappropriate or incoherent written expression.

**This is not a checklist. Reward other valid approaches.**

- (b) Write a review of an adventure film or book you would recommend for a teenage audience.

Aim to write approximately 300 words.

[30]

*This question tests the candidate's ability to demonstrate expertise in shaping, crafting and developing ideas to engage the reader, and to use a critical selection of language and language features.*

The candidate can choose to write a review of an adventure film or book but should keep in mind the requirement to recommend it for a teenage audience. The review should describe the scenario, characters and action positively to attract the audience but may also offer a critical evaluation. According to which medium is chosen, the review may comment on, for example, the cinematography, acting, language or structure.

Characteristics of a successful response may include:

- clear understanding of the purpose e.g. to describe and evaluate, to recommend for a teenage audience
- insightful awareness of the reader's needs e.g. details of film/book, analysis of features
- linguistic choices appropriate to review genre e.g. variety of descriptive techniques, controlled syntax
- form suitable for a review e.g. title, introduction and evaluation
- clear, logical and appropriate structure to engage the reader e.g. topic paragraphs
- astute contextual awareness of the medium e.g. references, citation
- content drawn from the stimulus material with creative development of appropriate details e.g. real-life drama
- effective stylistic choices e.g. thoughtful lexical choices, apt tone in recommendation
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the task e.g. lacks features of review or lacks recommendation
- limited awareness of the reader's/audience's needs e.g. unfocused description, relates whole narrative
- failing to convincingly meeting the requirements of the review genre e.g. unstructured, lacks analysis
- loss of stylistic cohesion e.g. uncontrolled changes of tense
- over-reliance on stimulus material e.g. unmediated use of boys' story
- awkward, inappropriate or incoherent written expression.

**This is not a checklist. Reward other valid approaches.**

**OR,**

- 2. (a)** Write an extract from a short story in which a group of friends meet for a special occasion on a summer's evening. Describe how the weather affects events and relationships.

Aim to write approximately 300 words.

**[30]**

*This question tests the candidate's ability to demonstrate expertise in shaping, crafting and developing ideas to engage the reader, and to use a critical selection of language and language features.*

The candidate is free to create the characters who make up the group of friends, the nature of the occasion, and the type of summer weather. The narrative of the short story should focus on the description of the effect of the weather on events and on relationships between the friends.

Characteristics of a successful response may include:

- clear understanding of the purpose e.g. to create relationships in an apt fictional scenario
- insightful awareness of the audience's needs e.g. character differentiation
- development of character e.g. interaction, emotive expression
- linguistic choices appropriate to short story form e.g. sustained viewpoint, significant detail
- clear, logical and appropriate structure to engage the audience e.g. narrative cohesion, tense control
- content drawn from the stimulus material with creative development of appropriate details e.g. unseasonable weather
- well-selected and developed content e.g. contrasts, themes
- astute contextual awareness of the medium e.g. tenor, atmosphere
- effective stylistic choices e.g. flash-backs, imagery
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre e.g. failure to produce a narrative to fit the task
- limited awareness of the audience's needs e.g. lack of detail, implausible events
- failing to convincingly meeting the requirements of the task e.g. no reference to effects of weather, little sense of occasion
- limited development of situation e.g. confusing or inappropriate description
- over-reliance on stimulus material e.g. unmediated quotation
- awkward, inappropriate or incoherent written expression.

**This is not a checklist. Reward other valid approaches.**



- (b) Write an online article for holidaymakers who plan to stay in Britain. Give suggestions for activities in your local area and some practical advice to prepare tourists for unpredictable weather conditions.

Aim to write approximately 300 words.

**[30]**

*This question tests the candidate's ability to demonstrate expertise in shaping, crafting and developing ideas to engage the reader, and to use a critical selection of language and language features.*

The candidate should create an informative and advisory article about leisure activities in their local area. The article should offer some range of indoor and outdoor activities to keep visitors entertained in any weather.

Characteristics of a successful response may include:

- clear understanding of the purpose e.g. to engage, inform and advise holidaymakers
- insightful awareness of the audience's needs e.g. apt suggestions and guidance
- clear, logical and appropriate structure to engage the audience/reader e.g. headings, topic paragraphs
- linguistic choices appropriate to genre e.g. direct address, positive tenor
- form suitable for an article e.g. factual approach, title, introduction
- appropriate and relevant information e.g. details of venues, directions
- content drawn from the stimulus material with creative development of appropriate details e.g. options for changeable weather, clothing
- well-selected and developed content e.g. credible activities
- astute contextual awareness of the medium e.g. empathy with audience
- effective stylistic choices e.g. questions, references
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misinterpretation of task e.g. failure to inform and advise
- inappropriate form for an article e.g. fictional narrative
- lack of logical structure e.g. failure to give linguistic signposts, repetition
- limited awareness of the audience's needs e.g. lacks details of activities, little sense of area
- over-reliance on stimulus material e.g. unintegrated quotation or close paraphrase
- undeveloped content e.g. lacks details of activities, little guidance
- awkward, inappropriate or incoherent written expression.

**This is not a checklist. Reward other valid approaches.**

### Assessment grid: Component 3 Questions 1 (a) and (b) OR 2 (a) and (b)

*It is expected that some candidates will perform above the expectations set for band 5. Please be mindful of the characteristics of responses that may exceed what could be reasonably achieved in the Band 5 to ensure that the full range of marks available are used. Obviously, there are no additional marks available for such responses, but in order to successfully benchmark assessment in band 5 examiners should be aware of higher performance indicators: self-assured, mature and tightly controlled expression; thought-provoking and creatively manipulated linguistic/stylistic choices for creating deliberate effects; skilful presentation of selected material/ideas to meet the needs of the audience; sophisticated understanding of the task and of the relationship between purpose, audience, form and structure, which may be played with at this level.*

BAND	AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways	Guidance
5 25-30 marks	<ul style="list-style-type: none"> <li>Sophisticated and appropriate expression</li> <li>Confident and conscious linguistic/stylistic choices</li> <li>Highly original with real flair</li> <li>Form and content skilfully linked to genre/purpose</li> </ul>	<p><b>High (29-30):</b> Sophisticated and self-assured. Demonstrates flair and originality. Language consciously and creatively manipulated for effect. Skilful engagement with audience. High level of understanding. Distinctive and thought-provoking writing.</p> <p><b>Mid (27-28):</b> Well-balanced, 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 used aptly to underpin linguistic/stylistic choices. Polished style and strong sense of context. Voice confident in places, with some perceptive writing.</p>
4 19-24 marks	<ul style="list-style-type: none"> <li>Fluent and controlled expression</li> <li>Purposeful linguistic/stylistic choices</li> <li>Original and engaging</li> <li>Form and content effectively linked to genre/purpose</li> </ul>	<p><b>High (23-24):</b> a stronger sense of the writer as an individual with evidence of thoughtful creativity and purposeful linguistic choices. The response will show some signs of originality and will be clearly shaped by the target audience and the genre. Expression will be fluent, carefully controlled and sustained.</p> <p><b>Mid (21-22):</b> There will be some assurance in the approach—although not all creative choices will be effective. Engagement with the audience will be well developed. The writing will begin to demonstrate some interesting features, but these may not be sustained.</p> <p><b>Low (19-20):</b> Responses will be consciously crafted for effect with some purposeful language choices and a secure understanding of audience. The structure will be well controlled, with effective links established between form/content and genre/purpose.</p>
3 13-18 marks	<ul style="list-style-type: none"> <li>Accurate and sound expression</li> <li>Competent linguistic/stylistic choices</li> <li>Some originality and clear attempt to engage</li> <li>Form and content sensibly linked to genre/purpose</li> </ul>	<p><b>High (17-18):</b> Examples of a personal voice and competent linguistic choices should be evident. There will be a sensible engagement with the target audience and a conscious attempt to organise material for effect. Expression will be generally sound and accurate; the style will be controlled.</p> <p><b>Mid (15-16):</b> Responses should be generally clear and accurate with some sensible personal language choices being made. There should be a clear focus on the task with a sensible development of the content of the piece. The writing will be engaging.</p> <p><b>Low (13-14):</b> Expression should be mostly sound and organisation quite clear. Focus on the demands of the task should begin to shape the writing: form and content should be sensibly linked to genre and purpose, and there should be some attempt to engage.</p>
2 7-12 marks	<ul style="list-style-type: none"> <li>Some inconsistency/inaccuracy, and expression is rather basic</li> <li>Evidence of some straightforward linguistic/stylistic choices</li> <li>Some awareness of audience</li> <li>Some attempt to match form and content to genre/purpose</li> </ul>	<p><b>High (11-12):</b> Expression will be straightforward, but with some technical inaccuracy. There will be some basic engagement with the audience and some attempt to match form/content to genre/purpose. There will be some evidence of conscious lexical choices in places. Responses will be marked by inconsistency.</p> <p><b>Mid (9-10):</b> Knowledge of genre and a basic awareness of audience may underpin some linguistic decisions. Expression will be adequate, though inconsistent in places with some faults in the writing. There will be some evidence that the link between form/content is understood.</p> <p><b>Low (7-8):</b> The range of a response will be narrow, but there may be some basic awareness of genre in places. Technical errors will not affect understanding, but there may be some lack of fluency. Language choices will be basic.</p>
1 1-6 marks	<ul style="list-style-type: none"> <li>Frequent lapses and errors in expression</li> <li>Insufficient awareness of linguistic/stylistic choices</li> <li>Little sense of audience</li> <li>Limited attempt to link form and content to genre/purpose</li> </ul>	<p><b>High (5-6):</b> Technical inaccuracy and lack of fluency in expression will still be evident, but there may be some limited awareness of audience, and evidence of the occasional attempt to choose words for effect. There may be some limited awareness of links between content and genre.</p> <p><b>Mid (3-4):</b> Some limited understanding of the task may begin to show, but the writing will lack clarity/accuracy. The response may lack development. There will be limited engagement with language choices.</p> <p><b>Low (1-2):</b> There will be little explicit evidence of organisation and only a cursory awareness of the demands of the task. Expression will often be awkward with frequent technical errors. There will be little sense of audience and limited awareness of stylistic choices. The response may be very brief or incomplete.</p>
0	<b>0 marks:</b> Response not worthy of credit.	

- (c) Choose **one** of the tasks you have produced and write a commentary analysing and evaluating your language use. Comment particularly on your use of language features and their effectiveness in relation to the context given either in part (a) or part (b). **[20]**

*This question tests the candidate's ability to analyse their own languages choices and their impact, and how meaning is constructed for the context of the task. It also tests the candidate's ability to make judgements based on the effects of selected aspects of the text, using appropriate terminology.*

Candidates should critically analyse and evaluate **one** of the texts produced in (a) or (b). There should be a clear attempt to explain what they have tried to achieve (e.g. a sense of place; a distinctive voice; a persuasive tone). Candidates should explore the contextual factors (e.g. audience, purpose, genre) and the language features (e.g. use of modifiers/concrete nouns to create a fictional world; figurative language; subject specific language; variations in sentence structure), considering how these shape meaning.

Characteristics of a successful response may include:

- a clear attempt to explain what they have tried to achieve e.g. identifying the precise contextual implications of the task
- evaluation of the success of the intended effects e.g. how chosen techniques contribute to the creation of meaning
- wide-ranging exploration of the distinctive contextual factors e.g. appropriate spoken language features or concise informative detail
- purposeful analysis of chosen language features e.g. cumulative effect of a semantic field
- meaningful analysis of chosen stylistic features e.g. topic paragraphs linking features chosen to match elements of the task
- thoughtful discussion reflecting on how meaning is shaped e.g. how empathy is created or tone developed
- consistent and accurate reference to the language levels
- use of apt and accurate quotation to support points.

Characteristics of a less successful response may include:

- observational or descriptive overview with little analysis
- general statements regarding context rather than specific to the task/examples provided
- straightforward identification of language features e.g. listing word classes
- unsupported discussion of intentions.

**This is not a checklist. Reward other valid approaches.**

**Assessment Grid Component 3: Part (c) 20 marks**

<b>BAND</b>	<b>AO3 Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</b>
<b>5</b>	<p align="center"><b>17-20 marks</b></p> <ul style="list-style-type: none"> <li>• Confident analysis of a range of contextual factors</li> <li>• Productive discussion of the construction of meaning</li> <li>• Perceptive evaluation of the effectiveness of communication</li> </ul>
<b>4</b>	<p align="center"><b>13-16 marks</b></p> <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 of the effectiveness of communication</li> </ul>
<b>3</b>	<p align="center"><b>9-12 marks</b></p> <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 of the effectiveness of communication</li> </ul>
<b>2</b>	<p align="center"><b>5-8 marks</b></p> <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 of the effectiveness of communication</li> </ul>
<b>1</b>	<p align="center"><b>1-4 marks</b></p> <ul style="list-style-type: none"> <li>• Some general awareness of context</li> <li>• Little sense of how meaning is constructed</li> <li>• Limited evaluation of the effectiveness of communication</li> </ul>
<b>0</b>	<p align="center"><b>0 marks</b></p> <p>Response not worthy of credit</p>