



# **GCE A LEVEL MARKING SCHEME**

**SUMMER 2024**

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

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## About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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## EDUQAS GCE A LEVEL ENGLISH LANGUAGE

## COMPONENT 3: CREATIVE AND CRITICAL USE OF LANGUAGE

## SUMMER 2024 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.

	<b>AO3</b>	<b>AO5</b>
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) Write an extract from a novel in which an act of stupidity affects the main character(s). Aim to write approximately 300 words.

[30]

*This question tests the candidate's ability to demonstrate:*

- expertise in shaping, crafting and developing ideas
- understanding of contextual factors, concepts and issues related to the task
- creativity in engaging an audience
- use of a critical selection of language features.

Characteristics of a successful response may include:

- sophisticated sense of genre
- focused, thoughtful content to establish sense of novel as opposed to short fiction extract e.g. detailed description of setting
- effective stylistic choices e.g. third person narration with dramatic irony, flashback
- clear understanding of the purpose e.g. engaging character(s) and choice of act of stupidity
- linguistic choices appropriate to genre e.g. humour
- consistent control of viewpoint e.g. narrative voice
- effective use of dialogue to develop character or move plot along
- content drawn from the stimulus material but creative development of appropriate details
- astute contextual awareness of literary genre chosen e.g. stylistic features typical of chosen genre
- effective stylistic choices e.g. relevant subject-specific lexis, semantic fields,
- a creative depiction of possible explanations outcomes
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre (novel) e.g. dramatic dialogue or script
- inappropriate stylistic choices for literary genre chosen e.g. dialogue that does not further narrative / develop character
- a limited awareness of the reader's / audience's needs e.g. lack of engagement through telling rather than showing
- inappropriate or irrelevant response with regard to the task's "act of stupidity" e.g. there is no such act in the response
- underdevelopment of content
- struggling to maintain focus on narrative development
- losing tight focus of prescribed genre and/or fact that it is a novel extract
- over-reliance on stimulus material e.g. copying the examples from monologue
- poor tense management in narrative
- poor management of dialogue where it is not clear which character is speaking
- awkward, inappropriate or incoherent written expression.

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

**(b)** Write an opinion piece for a national newspaper about frustrating or annoying things in twenty-first century life. Aim to write approximately 300 words. **[30]**

*This question tests the candidate's ability to demonstrate:*

- *expertise in shaping, crafting and developing ideas*
- *understanding of contextual factors, concepts and issues related to the task*
- *creativity in engaging an audience*
- *use of a critical selection of language features.*

Characteristics of a successful response may include:

- clear understanding of the purpose e.g. persuasive, argumentative while entertaining
- an insightful awareness of the audience/reader's needs e.g. recognisable and relatable examples
- linguistic choices appropriate to genre e.g. semi-formal to formal register
- a form suitable for opinion column
- appropriate and relevant information e.g. clear description of everyday technological problem
- clear, logical and appropriate structure to engage the audience/reader e.g. anecdote, hyperbole, brand names
- rhetorical techniques to encourage entertainment element e.g. irony, self-deprecation
- content drawn from the stimulus material e.g. problem with cashless payments in different setting
- well-selected and developed content e.g. detailed example, anecdote
- astute contextual awareness of the medium e.g. particular audience subsection
- effective stylistic choices e.g. rhetorical questions, hypophora, (a)syndetic lists, circular structure of whole piece, pun
- a creative depiction of technology going wrong
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre e.g. news report instead of opinion piece
- limited awareness of the reader's/audience's needs e.g. a rant against specific technology or brand
- not convincingly meeting the requirements of the task e.g. focus on frustration overshadowed by solutions being proffered
- difficulty in maintaining focus on technology and frustrations
- loss of stylistic cohesion e.g. uncontrolled changes of tense
- over-reliance on stimulus material e.g. only discussion of card reader malfunction on a bus
- 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 set in a restaurant.

Aim to write approximately 350 words.

**[30]**

*This question tests the candidate's ability to demonstrate:*

- *expertise in shaping, crafting and developing ideas*
- *understanding of contextual factors, concepts and issues related to the task*
- *creativity in engaging an audience*
- *use of a critical selection of language features.*

Characteristics of a successful response may include:

- clear understanding of the purpose e.g. entertain, build scene.
- an insightful awareness of the audience/reader's needs e.g. develop character, setting or plot elements
- development of character e.g. dialogue over dinner, interior monologue of waiting staff
- linguistic choices appropriate to genre e.g. first or third-person narrative voice
- form suitable for chosen genre of fiction e.g. literary or genre (e.g. crime)
- a clear, logical and appropriate structure to engage the audience/reader e.g. narrative structure, flashback
- language techniques to encourage detailing of restaurant setting e.g. sensory imagery
- content drawn from the stimulus material but creative development of appropriate details
- well-selected and developed content e.g. sense of character or plot development
- an astute contextual awareness of the medium e.g. narrative voice, use of setting
- effective stylistic choices e.g. use of dialogue, point of view
- a creative depiction of restaurant setting
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre e.g. a complete story
- limited awareness of the reader's / audience's needs e.g. not fiction extract
- not convincingly meeting the requirements of the task e.g. not set in a restaurant
- limited development of character or setting e.g. mere mention of setting without detail or description
- struggling to maintain focus on character e.g. confusion in narrative point of view
- loss of tight focus of narrative viewpoint e.g. confusion in tenses, narrative voice
- over-reliance on stimulus material e.g. using first person plural, all examples taken from stimulus text
- underdevelopment of content
- awkward, inappropriate or incoherent written expression.

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

**(b)** Write an online review of a restaurant for a review website such as TripAdvisor.

Aim to write approximately 250 words.

**[30]**

*This question tests the candidate's ability to demonstrate:*

- *expertise in shaping, crafting and developing ideas*
- *understanding of contextual factors, concepts and issues related to the task*
- *creativity in engaging an audience*
- *use of a critical selection of language features.*

Characteristics of a successful response may include:

- a clear understanding of the purpose e.g. review for website with possibly less formal register than print publication
- an insightful awareness of the audience/reader's needs e.g. evaluation, description
- linguistic choices appropriate to genre e.g. subject specific lexis, logical discourse structure
- form suitable for review website e.g. medium formal register, some informality appropriate and relevant information e.g. location and price, names of dishes
- a clear, logical and appropriate structure to engage the audience/reader e.g. chronological structure (arrival, starter, main, dessert)
- rhetorical techniques to encourage audience engagement e.g. cultural references, humour
- content drawn from the stimulus material but creative development of appropriate details
- well-selected and developed content e.g. overview but with relevant details such as zooming in on outstanding dish
- an astute contextual awareness of the medium e.g. particular website, chosen restaurant
- effective stylistic choices e.g. rhetorical questions, direct address, metaphors
- a creative depiction of food and taste, experience at restaurant
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the task e.g. inappropriate choice of restaurant e.g. fast-food franchise
- an inappropriate form for a review e.g. persuasive in style of advert
- limited awareness of the reader's / audience's needs e.g. lack of useful details such as prices, address
- not convincingly meeting the requirements of the task e.g. lack of opinion on experience or food
- underdevelopment of content
- awkward, inappropriate or incoherent written expression
- difficulty in maintaining focus on the experience and the food
- loss of tight focus on prescribed viewpoint e.g. comparing with other restaurants
- over-reliance on stimulus material e.g. including only examples from stimulus text.

**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 reasonable 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 credit-worthy.	

(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 candidates' knowledge, understanding and ability to:*

- *explore own language choices and their impact*
- *demonstrate how meaning is constructed for the context given in the task*
- *analyse how language features and stylistic choices are used to match prescribed elements of the task.*
- *make judgements based on the effect of selected aspects of the text produced in (a) or (b)*
- *use 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 sense of evaluation). 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. exploring effect of puns to create humour
- evaluation of the success of the intended effects e.g. use of dialogue to develop character
- insightful assessment of effectiveness e.g. evaluation of structure of text
- wide-ranging exploration of the distinctive contextual factors e.g. wider popular cultural issues, specific audiences
- purposeful analysis of chosen language features e.g. lexical choices, sentence structures, sentence types
- meaningful analysis of chosen stylistic features e.g. figurative language, rhetorical devices
- thoughtful discussion reflecting on how meaning is shaped e.g. detailed discussion of lexical choices
- consistent and accurate reference to the language levels e.g. lexical choices, grammatical structures beyond word class, discourse features
- 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. word classes as main or only form of language terminology
- 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</b> <b>Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</b>
<b>5</b>	<b>17-20 marks</b> <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>	<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 of the effectiveness of communication</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 of the effectiveness of communication</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 of the effectiveness of communication</li> </ul>
<b>1</b>	<b>1-4 marks</b> <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>	<b>0 marks</b> Response not credit worthy