



GCE A LEVEL MARKING SCHEME

AUTUMN 2020

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

INTRODUCTION

This marking scheme was used by WJEC for the 2020 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
AUTUMN 2020 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 are 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, and all responses must be marked according to the banded levels provided for each question.

This mark scheme instructs examiners to 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 the light of the text 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 schemes.

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

EITHER,

- 1. (a) Write a pair of letters between two family members. In the first, the writer reveals a change in their life. The second letter is a response to this revelation. [30]**

Aim to write approximately 300 words.

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 to engage and entertain a reader e.g. a credible revelation, development of both characters through the exchange of letters
- insightful awareness of the reader's needs e.g. techniques to introduce characters, narrative control
- linguistic choices appropriate to family letters e.g. informal address, references
- differentiation of viewpoint between the letter writers e.g. sensitive dissent, euphemism
- appropriate information on the revelation of a life change by one character and discussion of its implications in the response e.g. through statements, questions
- Some use of content of stimulus material with creative development e.g. sibling relationship, expectations from shared childhood
- clear, logical and appropriate structure to engage the reader e.g. greeting, discussion, salutation
- stylistic techniques to encourage empathy e.g. suspense, implicature, emotive expression
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre e.g. a failure to produce and sustain a recognisable pair of letters
- limited awareness of reader's needs e.g. unexplained context, loss of narrative control
- failure to meet requirements of task convincingly e.g. lack of prescribed revelation of a life change
- limited differentiation of characters e.g. style of writing too similar, undeveloped relationship
- loss of focus on creation of character e.g. unmediated statements of revelation and response, lack of empathy
- over-reliance on stimulus material e.g. quotation or paraphrase of Constance/Dan exchanges
- awkward, inappropriate or incoherent written expression.

- (b) **Write an extract from a novel describing one character from the point of view of another. These two characters are meeting after a year apart.**

[30]

Aim to write approximately 300 words.

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. to create engaging observations of a character, the viewing character's comparisons, evaluation or attitudes may become self-revelatory
- insightful awareness of the reader's needs e.g. thoughtful physical and behavioural descriptive detail, positive/negative evaluation, guiding tone
- appropriate and relevant information e.g. apt reference to characters' year-long separation, details of relationship
- consistent control of viewpoint e.g. first person with integrated direct speech, interior monologue
- form suitable for a novel extract, e.g. paragraphs, sustained control of content
- creative development of content drawn from the stimulus material e.g. reappraisal of established ways of thinking
- effective stylistic choices e.g. irony, tense, humour
- a creative depiction of character e.g. apt choice of modifiers, imagery
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of task e.g. failure to maintain focus on description of one character by another
- inappropriate stylistic choices for genre e.g. over-use of narrative, uncontrolled use of tense
- limited awareness of reader's needs e.g. confusing, inconsistent details
- lack of control of prescribed viewpoint e.g. unfocussed third person
- over-reliance on stimulus material e.g. inappropriate replication of given details/situation, quotation or close paraphrase
- awkward, inappropriate or incoherent written expression.

OR,

- 2 (a) **Your school is taking part in a debating competition. Write a speech for a debate on pet ownership. You should either support or oppose the motion 'Keeping animals as pets should be banned'.** [30]

Aim to write approximately 300 words.

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 to persuade e.g. selection of arguments, emotive language
- insightful awareness of the audience's needs e.g. clear statements, direct address, guidance through shifts in tone
- linguistic choices appropriate to genre e.g. spoken language features, repetition
- form suitable for speech in debate e.g. arresting opening, contextual references
- clear, logical and appropriate structure to engage the audience/reader e.g. signposting, cohesion
- rhetorical techniques to encourage support e.g. questions, antithesis, humour
- well-selected and developed argument e.g. points supported with plausible examples
- effective stylistic choices e.g. imagery, anecdote
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the persuasive purpose e.g. story of own pet
- inappropriate form e.g. text book style
- does not convincingly meet the requirements of the task e.g. inconsistent argument, unsupported opinions
- lack of awareness of audience's needs e.g. impersonal, confused structure
- over-reliance on stimulus material e.g. lengthy quotation
- awkward, inappropriate or incoherent written expression.

- (b) **Write an online blog to express the thoughts of a new pet owner during the first 24 hours after bringing it home.** [30]

Aim to write approximately 300 words.

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. expressive language, imaginative evocation of situation, informative, humorous and/or advisory tenor
- insightful awareness of the audience's needs e.g. establishment of context, creative description of events, responses and shifting emotions
- linguistic choices appropriate to genre e.g. informal language, first person narration
- form suitable for online blog e.g. episodic or post event reflection, sense of audience
- appropriate and relevant information e.g. details of pet's provenance, description of home, time reference
- engaging techniques to encourage empathy e.g. hyperbole, comparison
- well-selected and developed content e.g. reflection on changing expectations
- effective stylistic choices e.g. apt modifiers, tense control, imagery
- a creative depiction of a developing relationship e.g. emotive lexis
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misinterpretation of task e.g. lack of prescribed topic elements
- inappropriate form for online blog e.g. impersonal narration, overly formal
- lack of awareness of audience's needs e.g. confusion of details, inconsistent use of tense
- struggles to maintain focus on thoughts of new pet owner e.g. irrelevant content
- over-reliance on stimulus material e.g. unintegrated quotation or close paraphrase
- awkward, inappropriate or incoherent written expression.

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

BAND	<p style="text-align: center;">AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways 30 marks for each of a) and b)</p>
5	<p style="text-align: center;">25-30 marks</p> <ul style="list-style-type: none"> • Sophisticated and appropriate expression • Confident and conscious linguistic/stylistic choices • Highly original with real flair • Form and content skilfully linked to genre/purpose
4	<p style="text-align: center;">19-24 marks</p> <ul style="list-style-type: none"> • Fluent and controlled expression • Purposeful linguistic/stylistic choices • Original and engaging • Form and content effectively linked to genre/purpose
3	<p style="text-align: center;">13-18 marks</p> <ul style="list-style-type: none"> • Accurate and sound expression • Competent linguistic/stylistic choices • Some originality and clear attempt to engage • Form and content sensibly linked to genre/purpose
2	<p style="text-align: center;">7-12 marks</p> <ul style="list-style-type: none"> • Some inconsistency/inaccuracy and expression is rather basic • Evidence of some straightforward linguistic/stylistic choices • Some awareness of audience • Some attempt to match form and content to genre/purpose
1	<p style="text-align: center;">1-6 marks</p> <ul style="list-style-type: none"> • Frequent lapses and errors in expression • Insufficient awareness of linguistic/stylistic choices • Little sense of audience • Limited attempt to link form and content to genre/purpose
	0 marks: 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 languages 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.*

Characteristics of a successful response may include:

- a clear attempt to explain what they have tried to achieve e.g. a powerful argument, an engaging character study
- wide-ranging exploration of the distinctive contextual factors e.g. how the needs of a specific audience have been met, conventions of given form, spoken or written mode
- purposeful analysis of chosen language features in context e.g. transitive verbs, modification, sentence types
- meaningful analysis of chosen stylistic features e.g. first-person viewpoint, irony, non-standard grammar
- embedded evaluation of the success of the intended effects e.g. linking techniques to purpose, cumulative effect of different descriptive techniques
- thoughtful discussion reflecting on how meaning is shaped e.g. lexis tailored to audience, repetition in speech
- consistent and accurate reference to the language levels e.g. apt terminology to discuss pragmatic effect of non-standard syntax
- use of apt and accurate quotation to support points.

Characteristics of a less successful response may include:

- description of task and intended effects with little analytical exploration
- contextual statements without reference to tailoring response
- uncritical identification of linguistic features e.g. listing adjectives, images
- positive/negative evaluative comments which do not derive from discussion
- repetition of points made e.g. undeveloped overview.

Assessment Grid Component 3: Part (c) 20 marks

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