



GCE A LEVEL MARKING SCHEME

AUTUMN 2021

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

INTRODUCTION

This marking scheme was used by WJEC for the 2021 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 2021 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, and all responses must be marked according to the banded levels provided for each question.

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, nor is it set out as a 'model answer'**. 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

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

EITHER,

1. (a) The Tourist Board is launching an online publicity campaign to promote new attractions. Write the text for a sensory garden that will feature in this promotion. 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.

Characteristics of a successful response may include:

- a clear understanding of the purposes to inform and promote e.g. creation of details, sensory language
- an insightful awareness of the audience's needs e.g. precise information, direct address
- linguistic choices appropriate to genre e.g. persuasive techniques, informal language features
- a form suitable for an online publicity campaign e.g. engaging opening, headings, paragraphs
- appropriate and relevant information e.g. opening times, admission costs, contact information
- a clear, logical and appropriate structure to engage the audience e.g. signposting, cohesion
- effective stylistic choices e.g. imagery, enticing description
- the creative adaptation of content drawn from the stimulus material e.g. rethinking data as sensory garden, evocation of effect on visitor
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- a misunderstanding of task e.g. failure to promote new sensory garden
- inappropriate stylistic choices for genre e.g. uncontrolled use of tense, narrative
- a limited awareness of reader's needs e.g. unstructured, missing or inconsistent details
- inappropriate or irrelevant information e.g. focus solely on children, listing other attractions
- over-reliance on stimulus material e.g. unmediated quotation
- underdevelopment of content
- awkward, inappropriate or incoherent written expression.

This is not a checklist. Reward other valid approaches.

- (b) Describe a garden for the opening of a novel. The description will set the tone for the first chapter. 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.

Characteristics of a successful response may include:

- a clear understanding of the purpose e.g. introduction to first chapter's theme or atmosphere through description of garden
- an insightful awareness of the audience/reader's needs e.g. guidance from tone, significant details
- linguistic choices appropriate to genre e.g. sensory imagery, variety of descriptive techniques
- a form suitable for opening passage of a novel
- a clear, logical and appropriate structure to engage the audience/reader e.g. paragraphs, consistent use of tense
- content drawn from the stimulus material e.g. creative adaptation of appropriate details
- astute contextual awareness of the medium e.g. cataphoric references, clues to developments, foreshadowing
- effective stylistic choices e.g. pathetic fallacy, a creative setting of the scene
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre e.g. complete narrative
- limited awareness of the reader's/audience's needs e.g. unfocused description
- not convincingly meeting the requirements of the task e.g. lacks garden setting
- difficulty in maintaining focus on observation of garden e.g. inappropriate shifts in location
- loss of stylistic cohesion e.g. uncontrolled changes of tense
- over-reliance on stimulus material e.g. unmediated quotation
- awkward, inappropriate or incoherent written expression.

This is not a checklist. Reward other valid approaches.

OR,

2. (a) Rose sits watching her daughter Miriam participate in the TV game show. Write a dramatic monologue – a script for performance in the single voice of the character – in which Rose expresses her thoughts and feelings. 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.

Characteristics of a successful response may include:

- a clear understanding of the purpose e.g. exploration of character and situation
- an insightful awareness of the audience's needs e.g. appropriate details, guidance
- development of character e.g. emotive expression, revelation of attitudes
- linguistic choices appropriate to dramatic monologue e.g. stage directions, spoken language features
- a clear, logical and appropriate structure to engage the audience
- content drawn from the stimulus material e.g. creative adaptation of appropriate details
- well-selected and developed content e.g. memories, anecdote
- an astute contextual awareness of the medium e.g. suspense, atmosphere
- effective stylistic choices e.g. modality, tense control
- a creative depiction of a mother/daughter relationship
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre e.g. failure to produce a script
- limited awareness of the audience's needs e.g. lack of detail
- not convincingly meeting the requirements of the task e.g. lacks given setting
- limited development of character e.g. little sense of mother/daughter relationship
- difficulty in maintaining focus on responses of character e.g. little development of empathy
- loss of tight focus on prescribed viewpoint e.g. changes location
- over-reliance on stimulus material e.g. unmediated quotation
- underdevelopment of content
- awkward, inappropriate or incoherent written expression.

This is not a checklist. Reward other valid approaches.

- (b) Write a magazine article about someone whose life has been changed by the fame that comes with winning a television competition. 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.

Characteristics of a successful response may include:

- a clear understanding of the purpose e.g. entertaining and informative features, imaginative evocation of situation
- an insightful awareness of the audience's needs e.g. establishment of context, creative description of events
- linguistic choices appropriate to genre e.g. introduction, quotation
- a form suitable for a magazine article e.g. narrative control, paragraphs
- appropriate and relevant information e.g. details of competition, comparison before/after win
- techniques to encourage empathy e.g. cumulative effects, anecdote
- content drawn from the stimulus material e.g. creative adaptation of appropriate details
- well-selected and developed content e.g. depiction of changing relationships, lifestyle
- effective stylistic choices e.g. apt modifiers, tense control, imagery
- a creative depiction of character(s) e.g. reported self-reflection, shifting responses
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misinterpretation of task, e.g. failure to explore effects of win
- an inappropriate form for a magazine article e.g. unstructured narrative
- limited awareness of the reader's/audience's needs e.g. lacks details of situation, confusing content
- over-reliance on stimulus material e.g. unintegrated quotation or close paraphrase
- limited differentiation of characters e.g. unclear relationships
- underdevelopment of content
- 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)

BAND	AO5 Demonstrate expertise and creativity in the use of English in different ways
5	<p 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 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 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 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 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	0 marks: Response not credit worthy

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 band 5 to ensure that you use the full range of marks available. 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.

BEYOND BAND 5: The writing is self-assured and language is consciously and creatively manipulated for deliberate effect. There is evident skilful engagement with the task to meet the needs of the audience/reader through intelligent shaping of their response. Linguistic choices are made with subtlety and nuance, mindful of the genre conventions (which may be played with at this level). There is a sophisticated level of understanding of the task, purpose, audience, form and structure. Written expression is mature, accurate and tightly controlled. At this level, the candidate's writing may be distinctive and thought-provoking.

- (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 language choices, 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 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 and tone are 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

BAND	AO3 Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
5	<p 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 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 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 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 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