

**COMPONENT 3: CREATIVE AND CRITICAL USE OF LANGUAGE****MARK SCHEME****General Notes**

In making judgements, look carefully at the separate sheet with 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>
<b>Tasks 1(a) and (b) OR 2(a) and (b)</b>	-	30 marks each
<b>Task (c)</b>	20 marks	-

Either,

- 1.(a) Write an extract for a short story in which a particular room is the backdrop to an important event in the life of the main character. Aim to write approximately 300 words. [30]**

The response should create a description of a room with some reference to an event which has happened or will happen in this setting. Candidates are likely to make little use of the content of the stimulus material, but may choose to replicate stylistic features if they wish.

Approaches should include:

- some sense of chosen short story genre e.g. mood, atmosphere
- effective evocation of room e.g. choice of modifiers, figurative language
- guidance of audience response e.g. indicators of past/future situation
- effective stylistic choices e.g. viewpoint, tense, direct speech
- accurate and coherent written expression.

- (b) Write a dramatic monologue in which Mrs Reed reflects on her life. Aim to write approximately 300 words. [30]**

The response should create an impression of Mrs Reed's character, memories and feelings. Candidates should select some details from the stimulus material, but may add others if they wish.

Approaches should include:

- some sense of genre e.g. stage directions
- the creation of a personal voice e.g. idiolect, expression
- control of audience response e.g. emotive language
- effective stylistic choices e.g. tense, fragmentary utterances
- appropriate, accurate and coherent written expression.

Or,

**2.(a) Write an entry for Tanglebrook Gypsy Wagons which will appear in the guide book 100 Best UK Holidays. Aim to write approximately 250 words. [30]**

The response should balance factual information with persuasive features. Candidates may select ideas from the stimulus material, but may add other details if they wish.

Approaches should include:

- a sense of genre e.g. headings etc.
- positive tone e.g. choice of modifiers
- engagement with audience e.g. direct address
- effective stylistic choices e.g. sentence types, rhetorical features
- accurate and coherent written expression.

**(b) Write an extract from a murder mystery set in Tanglewood. Aim to write approximately 350 words. [30]**

The response should create an appropriate atmosphere and sense of place. Candidates should select some details from the stimulus material, but may add others if they wish.

Approaches should include:

- a sense of genre e.g. mood
- air of mystery and foreboding e.g. use of modifiers, verbs, etc.
- control of audience response e.g. use of figurative language
- effective stylistic choices e.g. viewpoint, tense, fragmentary sentences
- appropriate, accurate and coherent written expression
- a sense of genre e.g. mood.

## 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 to communicate in different ways 30 marks each	Guidance
5	<p style="text-align: center;"><b>25-30 marks</b></p> <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	<p style="text-align: center;"><b>19-24 marks</b></p> <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	<p style="text-align: center;"><b>13-18 marks</b></p> <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 a some attempt to engage.</p>
2	<p style="text-align: center;"><b>7-12 marks</b></p> <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	<p style="text-align: center;"><b>1-6 marks</b></p> <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 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	0 marks: response not credit worthy or not attempted	

- (c) **Choose one of the texts 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 in either part (a) or part (b).** [20]

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) and to assess the effectiveness. 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. They should refer to the language levels, and use apt and accurate quotation to support points.

Approaches should include reflection on:

- the use of language and stylistic choices
- the distinctive contextual factors (e.g. genre, audience, purpose)
- how far the intended effects were achieved.

<b>BAND</b>	<b>AO3 Analyse and evaluate how contextual factors and language features are associated with the construction of meaning Part (c) 20 marks</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 marks:</b> Response not credit worthy or not attempted	

**A level English Language**  
**Allocation of examination component marks by assessment objective**

Component	Section marks	AO1 marks	AO2 marks	AO3 marks	AO4 marks	AO5 marks
Component 1: Language Concepts and Issues	A (60) Analysis of spoken language	20	20	-	20	-
	B (60) Language Issues	20	20	20	-	-
Component 2: Language Change Over Time	A (80) Language Change Over Time	20	20	20	20	-
	B (40) English in 21 <sup>st</sup> Century	10	10	20	-	-
Component 3: Creative and Critical Use of Language	Written Task (a)	-	-	-	-	30
	Written Task (b)	-	-	-	-	30
	Analysis	-	-	20	-	
<b>Total</b>	<b>320</b>	<b>70</b>	<b>70</b>	<b>80</b>	<b>40</b>	<b>60</b>