GCE AS MARKING SCHEME

SUMMER 2024

**AS
ENGLISH LANGUAGE - UNIT 1
2700U10-1**

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.

WJEC GCE ENGLISH LANGUAGE - UNIT 1

UNIT 1: EXPLORING 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 (**AO**s) 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.

UNIT 1: EXPLORING LANGUAGE

Section A: Analysing language

	AO1	**AO3**	**AO4**
Section A	20 marks	15 marks	20 marks

> **Analyse and evaluate how the language used in each of these texts represents climate change activists.**
>
> In your answer, you should consider:
>
> - how individuals and groups are represented
> - how the language influences the audience
> - the similarities and/or differences between the texts.
>
> **[55]**

This question tests the candidate's ability to analyse language using appropriate terminology, to evaluate how the contextual factors have shaped meaning, and to explore meaningful connections across texts that demonstrate an understanding of how language is used.

Overview

Aspects of language study candidates are likely to explore include, but are not limited to:
- features of genre (audience; function; bias; content)
- tenor
- the effect of language choices (e.g. connotations of words, subject specific language, subordination to reflect conditionality)
- contextual factors (e.g. place of publication; form and structure)
- connections between the texts.

Characteristics of a successful response may include:
- purposeful selection and analysis of the representation of climate change activists as destructive (Text A), principled (Text B) and visionary (Text C)
- perceptive understanding of how the texts' contexts shape meaning
- critical engagement with key concepts e.g. how the context of production (mid-market tabloid website; international news magazine; activist group website) affects the construction of attitudes
- assured evaluation providing details on findings and implications
- consistent and purposeful comments tied to the meaning of texts
- tightly focused, meaningful analysis of the texts in light of the questions set.

Characteristics of a less successful response may include:
- general points about the presentation of climate change activists without considering the subtleties of bias in each text
- a demonstration of some linguistic knowledge although it may not always be accurate
- lack of engagement with the detail of the texts, instead providing a somewhat superficial view
- a limited number of points developed through the response
- a large reliance on describing and/or summarising content

- limited or unprofitable discussion of key concepts
- some points of comparison made across the texts, mostly rudimentary but some of which may be sensible
- a lack of close consideration of contexts when comparing and contrasting the attitudes expressed.

Notes
The following notes address features of interest which may be explored, but it is important to reward all valid discussion.

Genre
- an extract from a mid-market tabloid news article (Text A), an extract from an international news magazine profile of a climate change activist who has won an accolade (Text B) and a vision statement from a climate activism organisation's website (Text C)
- function: to report on and offer subtle critique of Extinction Rebellion (Text A), to present a profile of a prominent activist with an international influence (Text B) and to convey the values of a climate activism group (Text C)
- the importance of engaging an audience (to inform and engage).

Content
- Text A: tabloid news article reporting on the cost implications of Extinction Rebellion's activism
- Text B: celebratory profile of a climate change activist
- Text C: statement of vision by a climate change activist group.

Register
- levels of formality: predominantly formal in all three texts, although some use of clipping e.g. *Met* (Text A) and initialism e.g. *IMF* (Text A); *UN* (Text B) and *XR* (Text C)
- use of direct speech e.g. to present the personal professional viewpoint of the Metropolitan Police Commissioner and of the group Extinction Rebellion (Text A) and to present the point of view of the figure being profiled e.g. (Text B)
- first person plural point e.g. *We are* (Text C) and direct address *you are* (Text C)
- activism lexis e.g. *protests* and *protesters* (Text A), *activists* and *protesting* (Text B) and *activism* (Text C)
- financial lexis e.g. *salaries* and *costs* (Text A)
- environmental lexis e.g. *planet* (Text C), *carbon footprint* (Text B) and *climate emergency* (Text C)
- compounding e.g. *middle-of-the-night* to convey Greta Thunberg's motivations (Text B).

Lexis and Semantics
- **adjectives**: evaluative to convey a judgement e.g. *staggering* and *relentless* (Text A); *simple* (Text B); and *fierce* (Text C); descriptive to convey the type of crime which activism prevents the police dealing with e.g. *violent* (Text A); to convey an ironic sense of the power of Greta Thunberg in contrast to her physical size e.g. *small* (Text B); to convey a sense of purpose e.g. <u>*future*</u> *generations* (Text C)
- **complements**: to convey impact of protests on the Metropolitan Police e.g. *having to deal with the protests has made it* <u>*challenging*</u> *to…* (Text A)
- **adverbs**: to convey the implicitly critical attitude of the report towards the protesters e.g. *damningly* and *deliberately* (Text A); to convey a sense of personal resolve e.g. *quietly* (Text B); to establish a sense of collective action e.g. *together* (Text C); to convey a sense of reportorial immediacy e.g. *yesterday* (Text A); to convey the struggle to be heard of climate activists e.g. *seriously* (Text B)
- **concrete nouns**: to describe a means of transport which emphasises Greta Thunberg's environmental bona fides e.g. *boat* (Text B); to describe an opposition in society e.g. *protester* versus *commuter* (Text A)

- **abstract nouns**: to set up an opposition between activists and ordinary citizens e.g. *group* versus *general public*; *shop workers* and *teachers* versus *students* and *retirees*; *demonstrators* versus *taxpayers* (Text A); to code protesters as criminals e.g. *officers* versus *protesters* (Text A); to create a sense of struggle e.g. *ecocide, oppression and patriarchy* versus *regeneration, repair and reconciliation* (Text C); to convey the negative impact of activist groups e.g. *chaos* (Text A)
- **proper nouns**: to refer to organisation e.g. *Met* and *IMF* (Text A); *UN* and *Extinction Rebellion* (Text B); to self-refer e.g. *XR* (Text C); to refer to people e.g. *Cressida Dick* (Text A); *Greta* (Text B); to refer to places e.g. *London* and the *Canary Wharf* (Text A); *Atlantic Ocean*, *Lebanon* and *Liberia* (Text B); to reflect Greta Thunberg's international impact on other young people e.g*. "Gretas"* (Text B)
- **pronouns**: to emphasise the collective endeavours of Extinction Rebellion e.g. *we* (Text C); to convey a sense of profile e.g. *she* and *her* (Text B)
- **verbs**: to convey financial impact e.g. *cost* and *rise* (Text A); to reflect adverse public reception e.g. *plummeted* (Text A); to convey positive impact of activism e.g. *succeeded* (Text B); to convey the solemn purpose of the activists e.g. *rise* (Text C); to convey a sense of critical power e.g. *hurled* (Text B); to portray activists as terrorists e.g. *… targeted… targeting…* (Text A)
- **modal verbs**: to convey a categorical need for change e.g. *we can't continue* (Text B)
- **modification**: to represent class opposition e.g. <u>*middle class*</u> *students* versus <u>*working class*</u> *areas* (Text A); to convey the nature of the activism e.g. <u>*relentless*</u> *action* (Text A); to convey the desired impact of activism e.g. <u>*global attitudinal*</u> *shift* (Text B); to convey a sense of idealised possibility e.g. *a horizon dedicated to future generations* (Text C); to convey a sense of a tipping point having arrived e.g. <u>*a fateful*</u> *moment* (Text B)
- **figurative language**: metaphor to convey how Extinction Rebellion mars the important work the police do to tackle violent crime e.g. *epidemic of…fatal stabbings* (Text A); to convey Greta Thunberg's impact e.g. *eye of the hurricane* (Text B); to describe the complex interrelationship of living things on Earth e.g*. intricate web of all life* (Text C); to idealise its Extinction Rebellion's own status e.g. *the gift this world* needs (Text C); to criticise the effects of activist protests e.g. *paralysed London* (Text A).

Form and Structure
- **simple noun phrases**: to convey the destructive impact of Extinction Rebellion's protests e.g. *the bill* and *two stabbings* (Text A); to describe the activism e.g. *a protest* (Text A); to describe Greta Thunberg e.g. *a teenage girl* (Text B); to convey a sense of shared custodianship e.g. *Our world* (Text C)
- **longer noun phrases**: to convey Extinction Rebellion's warnings against inaction e.g. *potentially infinite costs* (Text A); to convey the impact of Greta Thunberg's activism e.g. *a simple truth, delivered by a teenage girl* (Text B); to convey a sense of the kind of world Extinction Rebellion seek to bring about e.g. *a new world of love, respect and regeneration* (Text C); to describe the scale of the activism e.g. *the largest climate demonstration in human history* (Text B)
- **simple sentence**: to describe the impact of protests e.g. *"This is placing horrendous strain on London and the Met"* (Text A); to situate Greta Thunberg in a dramatic scenario e.g. *Outside, it's a tempest* (Text B); to reflect the need for urgent action e.g. *Our world is in crisis* (Text C)
- **parenthesis**: to convey the activists as agents of societal disruption e.g. *and deliberately preventing workers…* (Text A); to imply a sense that Extinction Rebellion is part of a wider movement among the young to preserve the future e.g. *heralded by the young* (Text C)
- **parallelism**: to convey the urgency to act e.g. *no tomorrow…a tomorrow…* (Text B); to convey a sense of purpose e.g. *We rise…We rise…We rise…* (Text C); to invoke a sense of shared purpose between XR and the wider public e.g. *We are XR and you are us* (Text C)

- **fronted adverbials**: to establish chronology of events e.g. *In the first week of the four-teen-day protest…* (Text A); *Outside it's a tempest…* to reflect a contrast between outer tumult and inner calm (Text C); to establish a common sense of purpose e.g. *Together…* (Text C)
- **passive voice**: to show the impact of protests on the Police e.g. *… officers were called in…* (Text A); to describe public displeasure at the protests e.g. *The group was sav-aged…* (Text A)
- **mood**: declarative to state impact of protests e.g. *The middle-class protest group para-lysed…* (Text A); to convey a need for action e.g. *"We can't just continue living…"* (Text B); to justify a need for activism e.g. *Our world is in crisis…* (Text C)
- **listing**: syndetic to describe the make up of the activist groups being outside of working society e.g. *largely middle-class students and retirees…* (Text A); to describe Greta Thunberg's impact e.g. *…addressed…met…sparred…and inspired…* (Text B); to de-scribe the idealised future the group wishes to bring about e.g. *joy, creativity and beauty* (Text C).

Pragmatics
- Text A: a critical presentation of the group as a set of marginal, non-contributing figures out to disrupt and cause damage
- Text B: a laudatory profile emphasising the calm determination of Greta Thunberg
- Text C: a self-justification for activism which emphasises harmony rather than destruction.

Possible Connections/Points of Comparison
- the sense of bias in the three texts
- group versus individual activism
- the intentions of the activists
- the impacts on the society
- the sense of environmental urgency motivating the activism.

This is not a checklist. Credit other valid interpretations where they are based on the language of the text, display relevant knowledge, and use appropriate analytical meth-ods.

Assessment Grid Unit 1: Section A

BAND	AO1	AO3	AO4
	20 marks	**15 marks**	**20 marks**
5	**17-20 marks** • Intelligent methods of analysis • Confident use of terminology • Perceptive discussion of texts • Coherent and effective expression	**13-15 marks** • Confident analysis of contextual factors • Productive discussion of the construction of meaning • Intelligent evaluation	**17-20 marks** • Subtle connections established between texts • Perceptive overview • Effective use of linguistic knowledge
4	**13-16 marks** • Appropriate methods of analysis • Secure use of terminology • Thorough discussion of texts • Expression generally accurate and clear	**10-12 marks** • Secure analysis of contextual factors • Thorough discussion of the construction of meaning • Purposeful evaluation	**13-16 marks** • Purposeful connections between texts • Focused overview • Relevant use of linguistic knowledge
3	**9-12 marks** • Sensible methods of analysis • Generally sound use of terminology • Competent discussion of texts • Mostly accurate expression with some lapses	**7-9 marks** • Sensible analysis of contextual factors • Generally clear discussion of the construction of meaning • Relevant evaluation	**9-12 marks** • Sensible connections between texts • Competent overview • Generally sound use of linguistic knowledge
2	**5-8 marks** • Basic methods of analysis • Some accurate terminology • Uneven discussion of texts • Adequate expression, with some accuracy	**4-6 marks** • Some valid analysis of contextual factors • Simple discussion of the construction of meaning • Some attempt to evaluate	**5-8 marks** • Some basic connections between texts • Broad overview • Some valid use of linguistic knowledge
1	**1-4 marks** • Limited methods of analysis • Limited use of terminology • Some discussion of texts • Errors in expression and lapses in clarity	**1-3 marks** • Some awareness of context • Limited sense of how meaning is constructed • Limited evaluation	**1-4 marks** • Some links made between texts • Vague overview • Undeveloped use of linguistic knowledge with errors
0	**0 marks:** Response not credit-worthy		

Section B: Contemporary English

Online Discussion Forum Posts

	AO2	AO3
Section B	15 marks	10 marks

2.	**Using your knowledge of contemporary English, analyse and evaluate the ways in which contributors use language in comment threads.** **[25]**

This question tests the candidate's ability to analyse and evaluate the ways in which contextual factors affect linguistic choices and shape meaning. Responses should demonstrate an understanding of how language is used through critical selection of relevant twenty-first century language concepts and issues and be logically organised with clear topic sentences and a developing argument.

Overview
Examples must be selected from the data provided, but candidates may widen their discussion of the platform.

Characteristics of a successful response may include:
- perceptive understanding of how the texts' contexts shape meaning
- an evaluation of how contextual factors, such as gender, age and identity, contribute to the construction of meaning
- well-chosen textual references that support the points made concisely and precisely
- well-informed analysis
- intelligent conclusions drawn e.g. discussing findings given the question focus
- assured evaluation providing details on findings and implications
- consistent and purposeful points tied to the meaning of the texts
- tightly focused, meaningful analysis of the data in light of the question set
- an exploration of the colloquial nature of online forum posts, which often include Non-Standard English.

Characteristics of a less successful response may include:
- a focus on the surface evaluative features of the comments
- a lack of probing of how language conveys opinion
- superficial consideration of the role contextual factors play in the construction of attitudes and meaning
- a demonstration of some linguistic knowledge although it may not always be accurate
- lack of engagement with the detail of the texts; instead, providing a somewhat superficial view of the texts
- a limited number of points developed through the response
- a large reliance on describing and/or summarising content
- limited or unprofitable discussion of key concepts.

Notes
Responses may explore some of the following points but there is no requirement to cover them all or to deal with all texts. Reward all valid discussion.

Medium
- comments thread beneath a YouTube video posted by a famous vlogger, makeup artist and influencer
- contributors are US-based but from a range of age, gender and professional backgrounds, including some aspiring influencers and manga fans
- some anonymising of names to reflect the need for privacy in 21st century communications
- some initialisms: consistent with 21st century English e.g. *idk* (Text 4)
- some capitalisation: consistent with 21st century English e.g. *ALL THE TIME* (Text 7)
- non-standard orthography consistent with digital communication e.g. *grrlfrnd* (Text 6) and *tryin* (Text 5)
- some element of conversational interaction e.g. Text 3 addresses Text 2 directly
- Text 6 and Text 5 posters appear familiar with each other.

Cynical and/or critical (Texts 1, 3 and 8)
- ellipsis to reflect critical attitude e.g. *Weirdo…* (Text 8); to express cynicism about the idea the cost of the makeup is cheap e.g. *gotcha* (Text 1)
- mocking use of the spoken voice e.g. *like* (Text 1 and Text 3) and *YA* (Text 8)
- clipping to reflect mocking voice expressing cynicism e.g. *sis* (Text 1); to reflect 21st century nature of rapid fire communication e.g. *tho* (Text 3)
- non-standard punctuation e.g. *!!!* (Text 1 and Text 8) to convey derision
- deliberate impersonation of Jeffree Star's voice, e.g. *"it was only like 89 dollars…"* (Text 1) and *Hi How ArE YA!!* (Text 8) to mock Jeffree's vocal delivery
- syndetic list to convey ironic amusement at people readily buying such products e.g. *…sailor venus, sailor mercury, sailt mars, and sailor jupiter…* (Text 3)
- conversational structure of posts between contributors e.g. Text 3 responding with cynicism to the excitement of the Jeffree Star fan in Text 2
- use of colloquialism e.g. *Weirdo* (Text 8) to dismiss Jeffree Star.

Excited and/or enthusiastic (Texts 2 and 7)
- a sense of both contributors' familiarity with Jeffree's posts e.g. in his closet (Text 2) and 🖤watching you Jeffree (Text 7)
- noun phrases to establish admiration for Jeffree Star e.g. iconic items (Text 2) and to establish nostalgia e.g. memory lane (Text 7)
- use of imperative e.g. Imagine (Text 2) to reflect a sense of being caught up in the moment
- use of non-standard orthography e.g. sooo (Text 2) to convey excitement; ALL THE TIME (Text 7) to reflect emphatic nature of the memory
- use of emojis e.g. 🖤 to replace the verb love as an expression of affection and loyalty (Text 7)
- vocative to reflect excitement e.g. Jeffree (Text 7) and jeffree (Text 2)
- use of jargon related to make up e.g. palette and color (Text 2) and tones (Text 7)
- direct address e.g. u (Text 7) to establish a sense of personal connection to Jeffree Star; to establish a sense of community (Text 7)
- interjection to convey emotion e.g. *OOO* (Text 2) and *WOAH* (Text 7).

Professionally interested or linked (Texts 4, 5 and 6)

- clear connection between the writer of Text 6 and Text 5 as Text 6 references Text 5's Instagram account *@Bethanybunni,* typical of multi-platform communication in 21ˢᵗ century (and indented – YouTube formatting convention for replies to individual comments)
- the use of business jargon e.g. *licensing rights* (Text 4) to evidence a professional interest in the merchandise being demonstrated
- unintentional ellipsis e.g*. from shipped* (Text 4) to reflect informal and rapid paced nature of the communication
- hyperbole e.g. *literally hours* (Text 5) to reflect a recognition of Jeffree Star's power to promote other businesses and a desperation to engage with a famous influencer
- conscious attempt to mimic Jeffree Star's idiolect e.g. *y'all* (5) and *"How are ya…"* and *"…grrlfrnd"* (Text 6)
- use of emoji e.g. 😭 (Text 5) to convey self-deprecation and a desperation for Jeffree Star's affirmation
- sexual innuendo e.g. How are ya, sailor? (Text 6) as a means of affirming the efficacy of the product endorsed by Jeffree Star
- non-standard orthography e.g. tryin (Text 5) and bt (Text 4) to reflect the informality of the platform
- use of proper nouns e.g. Jeffree Star (Text 6) to bestow upon Jeffree Star the seal of approval that his recommendation gives; and Instagram (Text 5) to reflect Jeffree's proliferation on various social media platforms
- sense of friendly voice e.g. y'all (Text 5) and hubby (Text 6) to create a warm online persona which is more conducive to professional success as an influencer.

Assessment Grid Unit 1: Section B

BAND	AO2	AO3
	15 marks	**10 marks**
5	**13-15 marks** • Detailed critical understanding of concepts • Perceptive discussion of issues • Confident and concise selection of textual support/other examples	**9-10 marks** • Confident analysis of a range of contextual factors • Productive discussion of the construction of meaning • Perceptive evaluation of effectiveness of communication
4	**10-12 marks** • Secure understanding of concepts • Some intelligent discussion of issues • Consistent selection of apt textual support/other examples	**7-8 marks** • Effective analysis of contextual factors • Some insightful discussion of the construction of meaning • Purposeful evaluation of effectiveness of communication
3	**7-9 marks** • Sound understanding of concepts • Sensible discussion of issues • Generally appropriate selection of textual support/other examples	**5-6 marks** • Sensible analysis of contextual factors • Generally clear discussion of the construction of meaning • Relevant evaluation of effectiveness of communication
2	**4-6 marks** • Some understanding of concepts • Basic discussion of issues • Some points supported by textual references/other examples	**3-4 marks** • Some valid analysis of contextual factors • Undeveloped discussion of the construction of meaning • Inconsistent evaluation of effectiveness of communication
1	**1-3 marks** • A few simple points made about concepts • Limited discussion of issues • Little use of textual support/other examples	**1-2 marks** • Some basic awareness of context • Little sense of how meaning is constructed • Limited evaluation of effectiveness of communication
0	**0 marks:** Response not credit-worthy	