GCE AS MARKING SCHEME

SUMMER 2018

**AS (NEW)
ENGLISH LANGUAGE - UNIT 1
2700U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

WJEC GCE ENGLISH LANGUAGE - UNIT 1

SUMMER 2018 MARK SCHEME

UNIT 1: Exploring Language

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.
- The mark scheme offers two sources of marking guidance and support for each Section:
  – **'Notes' on the material which may be explored in candidate responses**
  – **Assessment Grid, offering band descriptors and weightings for each assessment objective.**
- 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.
- Decide which band **best fits** the performance of the candidate **for each assessment objective** in response to the question set. Give a mark for each relevant assessment objective and then add each AO mark together to give a total mark for each question or part question.
- 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

The following guidelines contain an overview, notes, suggestions about possible approaches candidates may use in their response, and an assessment grid.

The mark scheme should not be regarded as a checklist.

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 parts 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

General notes
In making judgements, look carefully at the marking grid, and the Overview and 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, well-supported ideas which demonstrate independent thinking.

1.   **Analyse and evaluate the language used in each of the texts to reflect the writers' reactions to Trump's victory.**

In your answer you should consider:
● the purpose of each text and the ways in which the writers engage their audiences
● how the writers portray the impact of Trump's election
● the similarities and/or differences between the texts.   **[55]**

Overview
In their responses, candidates will need to demonstrate that they can apply appropriate methods of language analysis, using terminology (AO1), evaluate how the contextual factors have shaped meaning (AO3) and make connections across all of the texts (AO4).

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

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

Genre
- extract from editorial; online news article; official Facebook page of UK Prime Minister
- function: critical analysis (Text A); informative (Text B); to make a political statement (Text C)
- the importance of engaging an audience (to engage and discuss; to inform)

Content
- Text A: political analysis (editorial)
- Text B: on-line report on current affairs
- Text C: social media posting

Register
- levels of formality, e.g. predominantly formal polysyllabic (Text A, Text B and Text C), but personal anecdote in Text A to establish a sense of shared experience; some intentionally neutral register in Text B, e.g. *learn-as-he-goes* to convey Trump's down to earth persona, at odds with usual expectations of the political class
- little sense of spoken voice in Text C, to convey the idea of the UK Prime Minister voicing personal feelings whilst purporting to represent her nation's reaction
- sustained formality in lexical choices to convey a sense of historical importance of the event, e.g. *racism*, *misogyny*, *authoritarianism* (Text A); *political elite* (Text B); *freedom, democracy and enterprise* (Text C)

Lexis and Semantics
- **emotive adjectives:** to convey dismay, e.g. *shocking*, *sickening*, *profound* (Text A); to convey achievement, e.g. *immense*, *establishment-stunning* (Text B); to convey a measured recognition, e.g. *hard-fought* (Text C)
- **complement** to convey disbelief, e.g. *It is <u>impossible to react</u> …* (Text A)
- **abstract nouns:** to convey vehement disapproval, e.g. *misogyny*, *tragedy*, *vulgarity*, *revulsion* (Text A); to convey jubilation and positivity, e.g. *victory*, *destiny*, *admiration* (Text B); to convey political formality, e.g. *campaign*, *values*, *relationship* (Text C)
- **verbs:** to convey regret, e.g. *<u>bid</u> farewell* and *diminish* (Text A); to convey defiance, e.g. *To combat*, *to struggle* (Text A); to convey conservative values, e.g. *reclaim* (Text B); to suggest anti-establishment credentials of Trump, e.g. *defied* (Text B); to congratulate, e.g. *to congratulate* (Text C)
- **modal verbs:** to suggest revulsion at the result, e.g. *will strike fear* (Text A); to convey a sense of statesmanship, e.g. "*I will be president for all Americans*" (Text B); to reflect geopolitics, e.g. *…will remain …* (Text C)
- **political language,** e.g. *democracy*, *President*, *right-wing* (Text A); *election victory*, *coalition* (Text B); *campaign*, *President-elect* (Text C)
- **proper nouns** specific to American politics, e.g. *Congress*, *Supreme Court* (Text A); *Donald Trump*, *Hillary Clinton*, *Oval Office* (Text B); *United States* (Text C)
- **adverbs and adverbials:** e.g. temporal *On January 20, 2017 …* (Text A); *… in the years ahead* (Text C); dramatic *… inevitably …* and *honourably and fiercely* (Text A); *heavily* (Text B)
- **pronouns:** to convey a sense of shared experience, e.g. first person plural exclusive *we* (Text A); to place emphasis on Trump's achievement, e.g. third person singular *He* (Text B); to establish political partnership, e.g. first person plural inclusive *We* (Text C)
- **modifiers:** factual, e.g. *first-time <u>candidate</u>* and *oldest <u>president</u>* (Text B); *next <u>President</u>* (Text C); convey opinion, e.g. *sickening <u>event</u>*, *twisted <u>caricature</u>* and *shocking <u>victory</u>* (Text A); *immense <u>changes</u>* and *a motivated <u>coalition</u>* (Text C); *hard-fought <u>campaign</u>* (Text C)

- **figurative language:** e.g. metaphor *tragedy, crushing blow* and *ascension* (Text A); *marathon of debates* and *propel* (Text B); *building* (Text C)
- **military lexis:** e.g. *conflict* and *war* (Text A); *battleground* (Text B); *security and defence* (Text C)

Form and Structure
- **simple noun phrases:** e.g. political *the election Donald Trump* and *the Presidency* (Text A); *their majority* (Text B); *these ties* (Text C)
- **longer noun phrases with pre-modification:** e.g. *economic, political and social uncertainty* (Text A); *a dismal picture* (Text A); *an establishment-stunning victory that …* and *a motivated coalition* (Text B) *an enduring and special relationship* (Text C)
- **longer noun phrases with post-modification:** e.g. *a tragedy for the American republic* (Text A); *a surge of support in key battlegrounds* (Text B); *strong and close partners on trade …* (Text C)
- **simple sentences:** e.g. to create a sense of tragedy *It is all a dismal picture* (Text A); to convey triumphalism *I will be president for all Americans* (Text B)
- **complex sentences:** e.g. to convey despair *Late last night, as the results were …* (Text A); to convey political will *I look forward to…,building on…* (Text C)
- marked themes *All along…* and *But despair is no answer* (Text A); *Sounding a call …* (Text B)
- **patterns:** e.g. to convey despair *… a tragedy… a tragedy …* (Text A); to convey a sense of purpose *The forgotten men and women of our country will be forgotten no longer…* (Text B)
- **parenthesis:** e.g. to contrast current president with future president *… a man of integrity, dignity, and generous spirit* (Text A); to convey a pleasant sense of surprise *…, defying the pundits and polls to the end, …* (Text B); to convey certainty *…, and will remain, …* (Text C)
- **declarative mood in all three texts**, reflecting the objective fact of Trump's election victory
- **interrogative mood** to convey the author's rhetorical search for answers, e.g. *Why not leave the country?* (Text A)
- **syndetic list:** to convey the huge impact which the writer perceives will result, e.g. *… nativism, authoritarianism, misogyny and racism...* (Text A); to convey facts about the election, e.g. *North Carolina, Florida, Ohio and Iowa* (Text B); to outline expected areas of cooperation between U.K. and America, e.g. *… freedom, democracy and enterprise* and *… trade, security and defence* (Text C)

Pragmatics
- Text A: a despairing reaction to the election of a perceived "con"
- Text B: a more measured, purportedly objective reaction, with subtle indications of bias in favour of Trump
- Text C: dry and dispassionate 'official' response to Trump's election, which removes the personal element to focus on shared national interests

Assessment Grid Unit 1: Section A

BAND	AO1 20 marks	AO3 15 marks	AO4 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

Instagram Bios

	AO2	**AO3**
Section B	15 marks	10 marks

General notes
In making judgements, look carefully at the marking grid, and at the Overview and 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, well-supported ideas which demonstrate independent thinking.

> 2. **Use your knowledge of contemporary English to analyse and evaluate the ways in which contextual factors affect how writers use language in these Instagram bios.**
>
> **[25]**

Overview
In their responses candidates will need to demonstrate understanding of concepts and issues relevant to language use in the twenty-first century (AO2) and be able to analyse and evaluate how the contextual factors have shaped meaning (AO3).

Aspects of language study candidates are likely to explore include, but are not limited to:
- discussion of mode (e.g. stylistic features in written forms indicative of the spoken mode, mixed mode features)
- colloquial features of Instagram bios (blends, neologisms, ellipses)
- formality and informality (e.g. lexical and grammatical features)
- tenor
- influence of the audience and purpose
- contextual factors which shape meaning.

Examples must be selected from the data provided, but will not necessarily cover all of the areas listed below. In the best responses, however, a wider range of areas will be addressed and there will be well-informed analysis of stylistic variation and the effect of contextual factors.

Notes
Responses may make some of the following points but there is no requirement to cover them all or to deal with all texts:

Medium
- Instagram bios which briefly provide information about the self-image of the person writing the bio
- some constraints on content imposed by the nature of Instagram as an image-based rather than text-based form of social media
- mixture of ellipsis, e.g. *Actor (*Text 3) and *Father* (Text 3); non-Standard English *shituation* (Text 4) and some Standard English contributions (Text 5)
- some use of initialism, e.g. *IDK* as a brevity device reflecting the disavowal of Standard English rules in multi-modal texts
- contributors from anywhere in the world can post and share their bio
- the number of "followers" indicates the popularity of the account holder
- the number "following" indicates the level of engagement with the wider internet community which each account holder demonstrates
- the medium is used as a platform for self-advertisement.

Figures in the entertainment world (Text 3, 4)
- use of acronyms, e.g. *UNICEF* (Text 3) to convey a sense of social engagement on the part of the celebrity
- noun phrase to convey serious aspirations, e.g. *UNICEF Goodwill Ambassador* (Text 3); *Push_talks Exec.* (Text 4)
- noun phrase to convey self-deprecation, e.g. *occasional zombie* (Text 4), versus noun phrase *Goodwill Ambassador* to convey seriousness and perhaps self-importance (Text 3)
- agent nouns to reflect self-perception, e.g. *Father* (Text 3); *runner* and *diver* (Text 4)
- deixis to create a sense of mystery, e.g. *… this human life experiment* (Text 3)
- use of hashtag and geographical proper nouns to convey an awareness of local and regional identity, e.g. *#London #Cheshire* (Text 4), versus a global celebrity identity in Text 3
- puns, e.g. *… my gnome …* and *shituations* (Text 5) to create a sense of playful fun
- lists in all three texts to convey key aspects of self-identification.

Female political figures (Text 1 and 6)
- noun phrase to convey the primacy of personal identity above political persona, e.g. *doting grandmother* (Text 1); to convey primacy of political status above any other aspects of self-identity, e.g. *the Prime Minister Theresa May* (Text 6)
- gender-coding present in Text 1, e.g. *grandmother*; gender coding conspicuously absent from Text 6, e.g. *UK Prime Minister,* a pre-modified noun phrase which, though gender neutral, will convey some stereotypes of masculinity
- sense of personality in Text 1, using the prepositional phrase *among other things,* versus an impersonal impression created by the pre-modified noun phrase *The official account* (Text 6)
- use of Instagram as a platform for promotion. However, Text 1 appears to be more concerned with self promotion, e.g. *#Hillary 2016*, whilst Text 6 purports to promote the office of state of British Prime Minister, via the website address *www.number10.gov.uk*
- fronting of the pre-modified noun phrase *Prime Minister* in the noun phrase *Prime Minister Theresa May* (Text 6), to reflect the primacy being given to the office of state rather than the current post holder, versus the first name proper noun *Hillary* (Text 1). This is echoed in the choice of name for the respective accounts, e.g. *ukprimeminister* (Text 6) and *Hillary Clinton* (Text 1).

Hobbies and interests (Text 2, 4 and 5)
- account names used to reflect status and identity in Text 2, *Instagram Famous Photographer*, and *Foodie* (Text 5), compared with proper noun *Mojtaylor3* (Text 4) to perhaps reflect an eclectic identity
- self-conscious self deprecation, e.g. the pre-modified noun phrase *occasional zombie* (Text 4); the adjective *apparently* in the clause *…I apparently live in a fantastic land of majestic meals* (Text 5)
- perhaps ironical obsession with social media, e.g. the simple sentence *The 'likes' give me life* (Text 2) and the compound-complex sentence *I haven't eaten or prepared a meal in years without sharing it with the internet* (Text 5)
- use of initialism, e.g. *IDK* 'I don't know', (Text 2) and *DIY* (Text 5)
- non-standard grammar intentionally used, e.g. *me pics* (pronoun instead of determiner), (Text 2)
- clipping to convey informality, e.g. *pics* (Text 2) and *Exec* (Text 4)
- non-Standard English and colloquialisms to convey informality, e.g. *#shituations* (Text 4) and *#Foodie* (Text 5)
- references to other forms of social media, e.g. *Tumblr* (Text 2), Twitter through the # (Text 4), *Pinterest* (Text 5)
- playful use of possibly fictitious website addresses to mock the idea of self-promotion, e.g. *LinkToMyTumblrWhichIsJustThesePhotosButIfYouFollowMeThereTooIWon'tFeel DeadInside.com* (Text 2) and *Pinterest.com/ICreateUnrealisticStandardsOfCulinaryArts ForNormalPeople* (Text 5)
- mockery of genre, e.g. use of quotation marks in the post-modified phrase *"Spiritual quote that has no connection…"* (Text 2).

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Assessment Grid Unit 1: Section B

BAND	AO2 15 marks	AO3 10 marks
5	**13-15 marks** • Detailed critical understanding of concepts (e.g. medium, genre) • Perceptive discussion of issues (e.g. self-representation) • 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 (e.g. medium, genre) • Some intelligent discussion of issues (e.g. self-representation) • 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 (e.g. medium, genre) • Sensible discussion of issues (e.g. self-representation) • 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 (e.g. medium, genre) • Basic discussion of issues (e.g. recognition of self-image) • 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 (e.g. medium, genre) • Limited discussion of issues (e.g. recognition of self-image) • 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	