GCE AS MARKING SCHEME

SUMMER 2018

AS (NEW)
ENGLISH LANGUAGE - UNIT 2
2700U20-1

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 2

SUMMER 2018 MARK SCHEME

UNIT 2: LANGUAGE ISSUES AND ORIGINAL AND CRITICAL WRITING

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.

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.

Question 1(a): control and domination (Language and Power)

	AO1	AO2	AO3	AO5
Question 1 (a)	20 marks	10 marks	10 marks	
Question 1 (b)				20 marks
Question 1 (c)		10 marks	10 marks	

(a)   Using this extract and your **own knowledge**, analyse and evaluate how people in subordinate positions use language in response to power.   **[40 marks]**

In your answer to the question that follows, you should consider:
*   the relationship between participants
*   relevant features of spoken language
*   lexical and grammatical choices
*   contextual factors.

Overview
Analysing the extract given will provide a starting point for most responses. In all responses, there should be explicit demonstration of language knowledge. It will be important to judge the relevance of issues, concepts and theories in context and this should be done succinctly, showing clear critical understanding of the relationship between specific ideas and the focus question.

As well as their use of the extract, candidates must use a range of examples from their own experience, e.g. pupil with teacher, child with parent/caregiver, employee with employer, etc. Discussion of key concepts will address recognisable language use e.g. non-fluency features in spoken discourse, discourse markers, prosodic features. Discussion of key issues will address the social implications of language use e.g. the relationship between dominance and status, contextual factors.

There are several theories that they could use:
• Politeness – use of mitigated directives and politeness markers
• Face – facework, challenges to/protection of face
• O'Barr and Atkins – the language use associated with women can be exhibited by both genders whenever they are in a powerless situation.
• Giles' accommodation theory – whether the powerful speaker's language leads to convergence or divergence.

This is not an exhaustive list. It is important to reward valid, well-supported ideas.

The question focuses on a specific kind of language use (**how people in subordinate positions use language in response to power**) and responses should show an understanding of how context affects linguistic choices. All responses will show some awareness of the importance of audience, purpose, situation and occasion.

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

Candidates should analyse and evaluate how, in the extract, the participants in subordinate positions use language in response to power, whether they rise to the challenge or respond in a less confident way, before moving on to a wider consideration of the effect of power on those with less power. Candidates must also analyse different examples of people in subordinate positions.

Responses may make some of the following points:
• the importance of context i.e. situation, purpose, genre, register etc.speaker's use of formal/informal lexis in response to the speaker with power
• the relationships between the subordinate participant and othersthe way tenor/manner shapes a speaker's choice of lexis, grammar and prosodic features – with authority or relative powerlessness
• the effect of politeness or lack of politeness and how this may give a speaker control
• the use of different utterance types and how this affects the response – especially the choice of different grammatical moods (imperative and mitigated imperative, interrogative, declarative)the extent to which a speaker may accommodate and/or cooperate with others
• the presence of non-fluency features e.g. filled pauses, hedges, repairs and what these imply about the effectiveness of an utterance
• a speaker's use of prosodic features for reinforcement e.g. stress, and the words that are stressed, pauses for dramatic effect, pitch, volume, pace etc.
• tone

This is not a checklist. Look for and reward valid alternatives.

BAND	AO1	AO2	AO3
	20 marks	**10 marks**	**10 marks**
5	**17-20 marks** • Sophisticated methods of analysis • Confident use of a wide range of terminology • Perceptive discussion of topic • Coherent, academic style	**9-10 marks** • Detailed critical understanding of concepts (e.g. turn-taking, non-fluency features) • Perceptive discussion of issues (e.g. identity, status, face) • Confident and concise selection of supporting 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	**13-16 marks** • Effective methods of analysis • Secure use of a range of terminology • Thorough discussion of topic • Expression generally accurate and clear	**7-8 marks** • Secure understanding of concepts (e.g. turn-taking) • Some intelligent discussion of issues (e.g. identity, status, face) • Consistent selection of apt supporting examples	**7-8 marks** • Effective analysis of contextual factors • Some insightful discussion of the construction of meaning • Purposeful evaluation of effectiveness of communication
3	**9-12 marks** • Sensible methods of analysis • Generally sound use of terminology • Competent discussion of topic • Mostly accurate expression with some lapses	**5-6 marks** • Sound understanding of concepts (e.g. turn-taking) • Sensible discussion of issues (e.g. identity, status, face) • Generally appropriate selection of supporting examples	**5-6 marks** • Sensible analysis of contextual factors • Generally clear discussion of the construction of meaning • Relevant evaluation of effectiveness of communication
2	**5-8 marks** • Basic methods of analysis • Using some terminology with some accuracy • Uneven discussion of topic • Straightforward expression, with technical inaccuracy	**3-4 marks** • Some understanding of concepts (e.g. turn-taking) • Basic discussion of issues (e.g. identity, status) • Some points supported by examples	**3-4 marks** • Some valid analysis of contextual factors • Undeveloped discussion of the construction of meaning • Inconsistent evaluation of effectiveness of communication
1	**1-4 marks** • Limited methods of analysis • Some grasp of basic terminology • Undeveloped discussion of topic • Errors in expression and lapses in clarity	**1-2 marks** • A few simple points made about concepts (e.g. turn-taking) • Limited discussion of issues (e.g. identity, status) • Few examples cited	**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		

> **(b)** **You have been asked to write an advice sheet entitled 'First Impressions Count' for students preparing for job or university interviews.** **[20]**
>
> In planning your response, you should consider:
> - the key features of the genre
> - the relationship with the target audience
> - the kinds of linguistic and paralinguistic choices that an interviewee should consider.
>
> Aim to write approximately 350 words.

This creative response should take an appropriate form for an advisory text and should focus on giving advice to interview candidates. Candidates may make use of the extract in part (a) as a starting point for examples of good and bad practice.

Approaches should include:
- some sense of genre e.g. headings, examples
- an awareness of the audience (students)
- focused content e.g. techniques and effects
- effective stylistic choices e.g. advisory tone (possibly light-hearted)
- appropriate and engaging written expression.

Assessment Grid Unit 2: Question 1(b)

BAND	AO5 **Demonstrate expertise and creativity in the use of English in different ways** [20 marks]	Guidance
5	**17-20 marks** • High level of creativity with some flair • Confident and original expression • Skilful engagement with audience • Form and structure linked intelligently to content	High (19-20): Demonstrates expertise and self-assurance, flair and originality with language consciously and creatively manipulated for effect. Intelligent and engaging writing. Skilful engagement with audience. Low (17-18): Very good understanding of task. Genre and style understanding underpins choices made about form/structure. Polished style. Voice confident in places, with some confident engagement with audience.
4	**13-16 marks** • Thoughtful creativity • Well-crafted and controlled expression • Effective engagement with audience • Form and structure purposefully linked to content	High (15-16): Strong sense of the writer as an individual. Thoughtful creativity. Some assured linguistic choices. Response shaped by an understanding of target audience. Explicit focus on task genre. Carefully controlled and sustained expression. Low (13-14): Response consciously crafted for effect in places. Some purposeful language choices. Secure understanding of audience. Effective structure.
3	**9-12 marks** • Reasonable creativity • Sound expression • Clear attempt to engage audience • Form and structure sensibly linked to content	High (11-12): Clear personal voice. Creative linguistic choices. Clear engagement with target audience. Organises material for effect. Expression generally sound and style controlled. Low (9-10): Expression mostly sound. Clear organisation. Focuses on demands of task and attempts to engage with audience. Good sense of shaping the writing. Some understanding of link between form, content and structure.
2	**5-8 marks** • Some creativity • Basic expression with some accuracy • Some awareness of audience • Some attempt to match form and structure to content	High (7-8): Straightforward expression. Some creative engagement with task. Sense of structure. Clear signs that knowledge of genre underpins some lexical choices. Some awareness of audience. Low (5-6): Technical errors but they will not affect understanding. Some basic awareness of genre and audience in places. Some stylistic inconsistency.
1	**1-4 marks** • Limited creativity • Basic expression with some accuracy • Some awareness of audience • Limited attempt to link form and structure to content	High (3-4): Technical inaccuracy and lack of fluency in expression. Some limited awareness of audience. Some evidence of occasional attempt to choose words for effect. Low (1-2): Expression often awkward and frequent technical errors. Little explicit evidence of organisation. Cursory awareness of demands of task. Response may be very brief or incomplete.
0	**0 marks**: Response not credit worthy	

(c) **Write a commentary for the text you have produced, analysing and evaluating your language use.** **[20]**

Comment particularly on your language choices and their effectiveness in relation to the context given in part (b).

Assessment Grid Unit 2: Question 1(*c*)

BAND	AO2 10 marks	AO3 10 marks
5	**9-10 marks** • Confident interpretation of the task, e.g. genre and purpose • Confident understanding of concepts and issues relevant to language use	**9-10 marks** • Confident analysis of contextual factors • Productive discussion of the construction of meaning • Perceptive evaluation
4	**7-8 marks** • Effective awareness of the task, e.g. genre and purpose • Secure understanding of concepts and issues relevant to language use	**7-8 marks** • Effective analysis of contextual factors • Some insightful discussion of the construction of meaning • Purposeful evaluation
3	**5-6 marks** • Sensible awareness of the task, e.g. genre • Sound understanding of concepts and issues relevant to language use	**5-6 marks** • Sensible analysis of contextual factors • Generally clear discussion of the construction of meaning • Relevant evaluation
2	**3-4 marks** • Basic awareness of the task, e.g. genre • Reasonable understanding of concepts and issues relevant to language use	**3-4 marks** • Some valid analysis of contextual factors • Undeveloped discussion of the construction of meaning • Inconsistent evaluation
1	**1-2 marks** • Some general awareness of the task, e.g. genre • Some understanding of concepts and issues relevant to language use	**1-2 marks** • Some general awareness of context • Limited sense of how meaning is constructed • Limited evaluation
0	**0 marks:** Response not credit worthy	

Question 2 (a): Mobile phone interactions (Language and Situation)

	AO1	AO2	AO3	AO5
Question 1 (a)	20 marks	10 marks	10 marks	
Question 1 (b)				20 marks
Question 1 (c)		10 marks	10 marks	

The extract below is taken from a guide to 'phonetiquette'.

Read the text and then answer the question below. You should use appropriate terminology and provide relevant supporting examples.

(a)   Using this extract and your own knowledge, analyse and evaluate the linguistic features of mobile phone interactions.   [20]

In planning your response, you should consider:
*   the relationship between participants and the function of the interaction
*   the key features of spoken/text language
*   lexical and grammatical choices
*   contextual factors.

Overview
Analysing the extract given will provide a starting point for most responses. In all responses, there should be explicit demonstration of language knowledge. It will be important to judge the relevance of issues, concepts and theories in context and this should be done succinctly, showing clear critical understanding of the relationship between specific ideas and the focus question.

As well as their use of the extract, candidates must use a range of examples from their own experience, e.g. text messages they have sent to a range of different audiences/received from a variety of different sources such as family, friends, colleagues, group texts from school/college, unsolicited marketing etc. They may also make references to spoken mobile phone interactions to/from similar audiences/sources.

Discussion of key concepts will address recognisable language use e.g. the use of appropriate lexis, levels of formality, the choice of grammatical mood, the use of symbols. Discussion of key issues will address the social implications of language use e.g. the relationship between participants, the use of politeness and may also address some of the following issues: face needs, gender, changes in attitudes to politeness e.g. different age groups, uses, relationships.

This is not an exhaustive list. It is important to reward valid, well-supported ideas.

The question focuses on a specific kind of language use (**mobile phone interactions**) and responses should show an understanding of how context affects linguistic choices. All responses will show some awareness of the importance of audience, purpose, situation and occasion.

Notes

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

As the extract discusses the concept of mobile phone interactions, this is likely to be the starting point for many responses. Candidates may pick up key words and look at the roles topic and context play in avoiding embarrassment. In a wider sense, they may address the idea of non-face to face conversations. They must also analyse different examples of mobile phone interactions, which may include texting, conversations, use of social media, etc. Responses may make some of the following points:

- the relationship between addresser and addressee and how this influences terms of address, language choice

- levels of formality e.g. colloquialism, non-standard English, slang, text-speak
- different grammatical moods/types
- discourse features
- openings, closings
- greetings
- differences between speech and text
- politeness
- terms of address to show respect, equality or familiarity
- levels of openness and privacy – is the language used in a public or restricted context?
- how technologies such as text chat and answer phone messages show features of interaction more commonly associated with spoken conversation
- group language, shared understanding
- ambiguity

BAND	AO1	AO2	AO3
	20 marks	**10 marks**	**10 marks**
5	**17-20 marks** • Sophisticated methods of analysis • Confident use of a wide range of terminology • Perceptive discussion of topic • Coherent, academic style	**9-10 marks** • Detailed critical understanding of concepts (e.g. formality, grammatical mood, use of symbols) • Perceptive discussion of issues (e.g. relationship, politeness, gender) • Confident and concise selection of supporting 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	**13-16 marks** • Effective methods of analysis • Secure use of a range of terminology • Thorough discussion of topic • Expression generally accurate and clear	**7-8 marks** • Secure understanding of concepts (e.g. formality, use of symbols) • Some intelligent discussion of issues (e.g. relationship, politeness) • Consistent selection of apt supporting examples	**7-8 marks** • Effective analysis of contextual factors • Some insightful discussion of the construction of meaning • Purposeful evaluation of effectiveness of communication
3	**9-12 marks** • Sensible methods of analysis • Generally sound use of terminology • Competent discussion of topic • Mostly accurate expression with some lapses	**5-6 marks** • Sound understanding of concepts (e.g. formality) • Sensible discussion of issues (e.g. relationship, politeness) • Generally appropriate selection of supporting examples	**5-6 marks** • Sensible analysis of contextual factors • Generally clear discussion of the construction of meaning • Relevant evaluation of effectiveness of communication
2	**5-8 marks** • Basic methods of analysis • Using some terminology with some accuracy • Uneven discussion of topic • Straightforward expression, with technical inaccuracy	**3-4 marks** • Some understanding of concepts (e.g. formality) • Basic discussion of issues (e.g. relationship) • Some points supported by examples	**3-4 marks** • Some valid analysis of contextual factors • Undeveloped discussion of the construction of meaning • Inconsistent evaluation of effectiveness of communication
1	**1-4 marks** • Limited methods of analysis • Some grasp of basic terminology • Undeveloped discussion of topic • Errors in expression and lapses in clarity	**1-2 marks** • A few simple points made about concepts (e.g. formality) • Limited discussion of issues (e.g. relationship) • Few examples cited	**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		

(b) **Tell a light-hearted or comic story in which a phone conversation is used to develop the plot**.

There must be a clear sense of narrative development, but you do not have to bring your story to a conclusion. In planning your response,

You should consider:
• the key features of the genre
• the relationship between the characters and their situation(s)
• lexical, grammatical and stylistic choices.

Aim to write 350 words. **[20]**

This response should use a phone conversation to develop the plot of a story. Candidates might create two speakers each with a distinctive style or just one side of a telephone conversation, explicitly using different lexical and grammatical structures and different tenors to indicate the difference between the conversation and the narrative.

Approaches should include:
• some sense of genre
• some features of narrative structure e.g. plot development
• engagement of the audience through the story telling e.g. characterisation
• effective stylistic choices e.g. the creation of anticipation
• appropriate and coherent expression.

Assessment Grid Unit 2: Question 2(b)

BAND	AO5 **Demonstrate expertise and creativity in the use of English in different ways** [20 marks]	Guidance
5	**17-20 marks** • High level of creativity with some flair • Confident and original expression • Skilful engagement with audience • Form and structure linked intelligently to content	High (19-20): Demonstrates expertise and self-assurance, flair and originality with language consciously and creatively manipulated for effect. Intelligent and engaging writing. Skilful engagement with audience. Low (17-18): Very good understanding of task. Genre and style understanding underpins choices made about form/structure. Polished style. Voice confident in places, with some confident engagement with audience.
4	**13-16 marks** • Thoughtful creativity • Well-crafted and controlled expression • Effective engagement with audience • Form and structure purposefully linked to content	High (15-16): Strong sense of the writer as an individual. Thoughtful creativity. Some assured linguistic choices. Response shaped by an understanding of target audience. Explicit focus on task genre. Carefully controlled and sustained expression. Low (13-14): Response consciously crafted for effect in places. Some purposeful language choices. Secure understanding of audience. Effective structure.
3	**9-12 marks** • Reasonable creativity • Sound expression • Clear attempt to engage audience • Form and structure sensibly linked to content	High (11-12): Clear personal voice. Creative linguistic choices. Clear engagement with target audience. Organises material for effect. Expression generally sound and style controlled. Low (9-10): Expression mostly sound. Clear organisation. Focuses on demands of task and attempts to engage with audience. Good sense of shaping the writing. Some understanding of link between form, content and structure.
2	**5-8 marks** • Some creativity • Basic expression with some accuracy • Some awareness of audience • Some attempt to match form and structure to content	High (7-8): Straightforward expression. Some creative engagement with task. Sense of structure. Clear signs that knowledge of genre underpins some lexical choices. Some awareness of audience. Low (5-6): Technical errors but they will not affect understanding. Some basic awareness of genre and audience in places. Some stylistic inconsistency.
1	**1-4 marks** • Limited creativity • Basic expression with some accuracy • Some awareness of audience • Limited attempt to link form and structure to content	High (3-4): Technical inaccuracy and lack of fluency in expression. Some limited awareness of audience. Some evidence of occasional attempt to choose words for effect. Low (1-2): Expression often awkward and frequent technical errors. Little explicit evidence of organisation. Cursory awareness of demands of task. Response may be very brief or incomplete.
0	**0 marks**: Response not credit worthy	

(c) **Write a commentary for the text you have produced, analysing and evaluating your language use.** **[20]**

Comment particularly on your language choices and their effectiveness in relation to the context given in part (b).

You should aim to write approximately 250 words.

Assessment Grid Unit 2: Question 2(*c*)

BAND	AO2 10 marks	AO3 10 marks
5	**9-10 marks** • Confident interpretation of the task, e.g. genre and purpose • Confident understanding of concepts and issues relevant to language use	**9-10 marks** • Confident analysis of contextual factors • Productive discussion of the construction of meaning • Perceptive evaluation
4	**7-8 marks** • Effective awareness of the task, e.g. genre and purpose • Secure understanding of concepts and issues relevant to language use	**7-8 marks** • Effective analysis of contextual factors • Some insightful discussion of the construction of meaning • Purposeful evaluation
3	**5-6 marks** • Sensible awareness of the task, e.g. genre • Sound understanding of concepts and issues relevant to language use	**5-6 marks** • Sensible analysis of contextual factors • Generally clear discussion of the construction of meaning • Relevant evaluation
2	**3-4 marks** • Basic awareness of the task, e.g. genre • Reasonable understanding of concepts and issues relevant to language use	**3-4 marks** • Some valid analysis of contextual factors • Undeveloped discussion of the construction of meaning • Inconsistent evaluation
1	**1-2 marks** • Some general awareness of the task, e.g. genre • Some understanding of concepts and issues relevant to language use	**1-2 marks** • Some general awareness of context • Limited sense of how meaning is constructed • Limited evaluation
0	**0 marks:** Response not credit worthy	