



GCE AS MARKING SCHEME

SUMMER 2025

**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: EXPLORING LANGUAGE

SUMMER 2025 MARK SCHEME

General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by **all**.

Particular attention should be paid to the following instructions regarding marking:

- Make sure that you are familiar with the assessment objectives (**AOs**) that are relevant to the questions that you are marking, and the respective **weighting** of each AO. The advice on weighting appears in the Assessment Grids at the end.
- Familiarise yourself with the questions, and each part of the marking guidelines.
- Be positive in your approach: look for details to reward in the candidate's response rather than faults to penalise.
- As you read each candidate's response, annotate using wording from the Assessment Grid/Notes/Overview as appropriate. Tick points you reward and indicate inaccuracy or irrelevance where it appears.
- Explain your mark with summative comments at the end of each answer. Your comments should indicate both the positive and negative points as appropriate and should use the language of the Assessment Grid.
- 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:

Exp	expression
e.g.?	lack of an example
X	wrong
(✓)	possible
?	doubtful
R	repetition

General Instructions – Applying the Mark Scheme

Where banded levels of response are given, it is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s).

Examiners must firstly decide the band for each tested AO that most closely describes the quality of the work being marked. Having determined the appropriate band, fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria, and all responses must be marked according to the banded levels provided for each question.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. **This is not a checklist for expected content in an answer, nor is it set out as a 'model answer'**. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the task and reward as directed by the banded levels of response.

Candidates are free to choose any approach that can be supported by evidence, and they should be rewarded for all valid interpretations of the texts. Candidates can (and will most likely) discuss features of the texts other than those mentioned in the mark scheme.

Section A: Analysing language

	AO1	AO3	AO4
Section A	20 marks	15 marks	20 marks

1. In your answer to the question that follows, you should:
- consider the purposes and contexts and how they shape each text's point of view
 - consider how the writers portray staycations
 - consider the similarities and/or differences between the texts.

Analyse and evaluate how the language used in each of these texts represents attitudes and perspectives on staycations.

[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:

- clear understanding of language features evident, e.g. the blend 'staycation'
- insightful discussion of points of similarity and/or contrast that explore language use, e.g. language features that establish the benefits of staycations, or differences in perspectives on modern tourism
- perceptive understanding of how the texts' contexts shape meaning, e.g. activism website versus broadsheet newspaper website versus promotional website
- well-chosen textual references that support the points made concisely and precisely
- well-informed analysis
- critical engagement with key concepts, e.g. social class and eco-tourism
- clear appreciation that contextual factors shape the content, language and grammatical structures, e.g. imperative mode in promotional texts, or declarative mode in informational texts
- intelligent conclusions drawn, e.g. discussing findings given the question focus
- intelligent interpretation of texts through close reading engaging with how meaning is constructed to drive on the argument, e.g. how language reflects the differing motivations of those who choose staycations
- assured evaluation providing details on findings and implications
- discussion consistently and purposefully tied to the meaning of the texts
- tightly focused, meaningful analysis of the transcripts in light of the question set.

Characteristics of a less successful response may include:

- focus on irrelevant general features of language without linking to meaning, e.g. Text A uses complex sentences
- losing sight of what is being asked by the question, e.g. lack of focus on close analysis of the texts
- description of some relevant language features without linking to the question/texts
- implicit and difficult to follow arguments put forward
- very few of the points appropriately and accurately supported with textual references
- some demonstration of linguistic knowledge
- 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 reliance on describing and/or summarising content
- limited or unprofitable discussion of key concepts
- some points of comparison drawn.

This is not a checklist. Reward other valid approaches.

Notes

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

Genre

- extract from international activism website, a broadsheet feature article and a holiday promotional website
- function: to inform and raise awareness (Text A); to inform (Text B); to persuade (Text C)
- the importance of engaging an audience (to inform, raise awareness and to persuade).

Content

- Text A: eco-tourism section of an informational website
- Text B: feature article from broadsheet website about staycations
- Text C: staycation promotional material from holiday website.

Register

- levels of formality, e.g. predominantly formal, polysyllabic (Text A, B and C)
- some use of colloquialism in the title of Text B, e.g. *shut* to create humour as a hook into the feature and *Plus* (Text C) to establish an easy rapport with the reader
- blends in Text B, e.g. *glamping* and *glampsites* to reflect current tourism trends
- use of direct speech in Text B to provide personal perspective of people who have been on a staycation and industry experts
- use of synthetic personalisation, e.g. *you* (Text C).

Lexis and Semantics

- nouns and abstract nouns: relating to the tourist industry, e.g. *vacation* and *trip* (Text A); *travel*, *operators* and *holidays* (Text B); *views* and *adventure* (Text C); relating to the economy, e.g. *money* and *crisis* (Text A); *consumers*, *supply* and *demand* (Text B); relating to the environment, e.g. *pollution* and *surroundings* (Text A); *scenery* (Text B); *woodland* (Text C); to reflect the locations for a holiday, e.g. *home* (Text A and C); *outposts* and *location* (Text B); to reflect the pandemic-era surge in demand for staycations, e.g. *lockdowns* and *restrictions* (Text B)
- proper nouns: to name locations, e.g. *United States* (Text A); *Tokyo* and *Japan* (Text B); *UK* and *Snowdonia* (Text C); to reflect personal or expert perspectives, e.g. *Jo McGowan* and *Alistair Handyside* (Text B); to reflect times of the year for holidays, e.g. *Boxing Day* and *Easter* (Text B)

- adjectives: to convey the beneficial effects to the environment, e.g. *sustainable* and *ecological* (Text A); to reflect the sense of adventure and uniqueness of the experience, e.g. *seasonal* (Text A); *one-off* (Text B) and *picturesque*, *unique* and *majestic* (Text C); to describe the location for staycations, e.g. *local* and *nearby* (Text A); *domestic* (Text B); to reflect the pandemic-era context of the boom in staycations, e.g. *socially-distanced* (Text C)
- complements: to convey feelings about staycations, e.g. *embarrassed* and *proud* (Text A) and *despondent* and *immeasurable* (Text B)
- verbs: to promote the concept of a staycation, e.g. *discover* (Text A and C); to reflect the travel industry, e.g. *visit* (Text A); *plan* and *holiday* (Text B); *explore* (Text C); to connote a fresh perspective, e.g. *(re)discover* (Text A); *enjoyed* (Text B); *seek*, *reconnect*, *uncover* (Text C)
- modal verbs: to convey the rising status of staycations, e.g. *should* (Text A); to convey certainty of demand, e.g. *will* (Text B and C)
- adverbs: to reflect the origin of staycations, e.g. *originally* and *consequently* (Text A); to reflect limited options for holidays, e.g. *just* (Text B); to reflect the special quality of the staycation experience, e.g. *totally* (Text C)
- pronouns: second person plural *you* to address the audience, e.g. *you* (Text A and C); first person plural *We* to reflect a family experience (Text B)
- figurative language: to reflect the impact of the pandemic, e.g. *hit* (Text B); to reflect the travel industry's response to the pandemic, e.g. *sprouted* (Text B); to reflect the cycles of holiday bookings, e.g. *triggered* (Text B)
- niche holiday accommodation lexical field, e.g. *chateau*, *glampsite* and *yurt* (Text B)
- linguistic jargon, e.g. *neologism* and *blending* (Text A).

Form and Structure

- simple noun phrases: to establish the concept, e.g. *a staycation* (Text A and C) and *The concept* (Text A); to reflect the market for staycations, e.g. *the family* (Text B)
- longer noun phrases with pre- and post-modification: to define staycation, e.g. *vacations that you take at home or near your home rather than travelling to another place* (Text A); to describe the appeal of staycations, e.g. *local markets*, *local economy*, *seasonal sports* and *interesting hotel nearby* (Text A) and *forest staycation with your family* (Text C); to convey the appeal of foreign travel, e.g. *instagrammable beaches* (Text A), *one-off holiday of a lifetime* (Text B) and *sunnier climates* (Text C); to relate to the tourism economy, e.g. *multiple advantages of local tourism* (Text A); *foreign holiday bookings* (Text B) and *two long weekends in different parts of the UK* (Text B); to reflect pandemic-era concerns, e.g. *consumers worried about travelling abroad* (Text B) and *socially distanced log cabins* (Text C)
- simple sentences: to define/promote staycations, e.g. *A staycation isn't a vacation model for students or low-budget travellers* (Text A) and *A Forest Holiday is great for nature lovers and outdoor adventurers alike* (Text C)
- complex sentences: to promote the cachet of staycations, e.g. *Given the multiple advantages of local tourism, ... going on vacation this year* (Text A), *And when the weather was good we got out the paddling pool at home* (Text B) and *When you book a staycation in the forest...* (Text C)
- listing: asyndetic to set out the benefits of a staycation, e.g. *it limits... finding accommodation ... packing multiple..* (Text A); syndetic to show the variety of experiences, e.g. *take advantage...go to a farm...take part in...or even...* (Text A) and *Seek...uncover...and reconnect...* (Text C)
- marked themes: to reflect variety of holiday options, e.g. *From canal boat holidays...* (Text B) and *From the majestic mountains of Snowdonia...* (Text C)
- ellipsis: to construct rapport with the reader, e.g. *Ready for a staycation...?* and *Inspired to give it a try...?* (Text C)

- declarative mood: to outline the concept of a staycation, e.g. *The term “staycation”, originally from...* (Text A); to flag up the market need for staycations, e.g. *Domestic holidays are booked solid...* (Text B) and *With UK staycations growing ever more popular...* (Text C)
- imperative mood: to promote the benefits of staycations, e.g. *Let’s take a closer look* (Text A) and *Seek,...explore...* (Text C)
- Interrogative mood: to promote a staycation, e.g. *So why not make your next break...?* (Text C); to ironise, e.g. *...will a yurt do?* (Text B).

Pragmatics

- Text A: global and eco-friendly perspective on staycations
- Text B: pandemic-driven perspective on staycations
- Text C: promotional and profit-driven perspective on staycations.

Possible Connections/Points of Comparison

- the financial and mental health benefits of staycations
- the trendy nature of staycations
- the emphasis on re-discovering nature (Text A and Text C)
- the tourist industry and economic factors contributing to the growing trend for staycations.

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

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 Dating Profiles

	AO2	AO3
Section B	15 marks	10 marks

- 2.** The following set of data is a selection of dating profiles taken from online dating websites. The contributors are all members of the public.

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

Using your knowledge of contemporary English, analyse and evaluate the ways in which contributors use language in online dating profiles. [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.

Characteristics of a successful response may include:

- well-informed analysis of stylistic variation
- a wide range of areas addressed
- comprehensive evaluation of effect of contextual factors
- clear understanding of concepts and resulting issues
- critical engagement with key concepts and issues, e.g. the use of Standard or Non-Standard English as a tactic of self-promotion
- well-chosen references that support the points made concisely and precisely
- clear appreciation that contextual factors shape the content, language and grammatical structures, e.g. the elliptical nature of the grammar of digital English
- intelligent conclusions drawn, e.g. discussing findings given the question focus
- productive explorations of the implications of contextual factors e.g. age and occupation
- tightly focused, meaningful analysis of the set topic, making effective use of examples and possibly bringing in a wide range of sources, e.g. other examples of language use in online dating profiles.

Characteristics of a less successful response may include:

- losing sight of what is being asked by the question, e.g. lack of focus on close analysis of the data
- description of some relevant linguistic concepts without linking to the question
- implicit and difficult to follow investigation of concepts
- a limited number of points appropriately and accurately supported with references
- a demonstration of some linguistic knowledge although it may not always be accurate
- some overview of appropriate but general contextual factors such as audience and/or purpose

- lack of engagement with a somewhat superficial overview of issues/concepts
- a limited number of points developed through the response
- a reliance on describing and/or summarising content.

This is not a checklist. Reward other valid approaches.

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

- online dating profiles which seek to promote individuals who are looking for relationships
- contributors from anywhere in the world can post but locality is foregrounded (Texts 1 to 3)
- medium used by people who are interested in relationships
- references to other digital platforms, e.g. *IG* (Text 7)
- apposition as a convention, e.g. *Malcolm 32, 11 miles away* (Text 1).

Tenor

- mixture of ellipsis, e.g. *Tacos. Bicycles. Cats...* (Text 5) and Standard English, e.g. *I also travel to faraway places...* (Text 7)
- initialisms, e.g. *NYC* (Text 7) to reflect shared cultural knowledge of travel locations
- some use of clipping, e.g. *fam* and *Met* (Text 7) as a brevity device reflecting the disavowal of Standard English rules in multi-modal texts
- elision, e.g. *Lookin* (Text 1) and *Chillin* (Text 5) to adopt an informal, young persona
- use of emojis and symbols, conventional for digital English, e.g. 🍷 and > (Text 2).

Younger contributors (Text 2, 3 and 5)

- ellipsis to convey wit but also for brevity, e.g. *coffee > life* (Text 2) and *Tacos. Bicycles...* (Text 5)
- listing in Text 2 and 7 as a device to outline likes and dislikes
- synthetic personalisation, e.g. *Your turn...* (Text 2)
- use of suspension marks ... (Text 2) to invite the other person to complete the narrative
- the implied turn taking in Text 2 and Text 5
- use of humour, e.g. *...someone please date me so I can stop bringing my mum to costume parties* (Text 3)
- food as a device for bringing people together, e.g. 🍷 (Text 2) and *Tacos* (Text 5)
- ironic use of religious lexis, e.g. *For the love of God...* (Text 3).

Older contributors (Text 4, 6 Text 7)

- listing of personal preferences to establish common interests, e.g. *...making fun...checking out...sleeping in...laughing at...* (Text 4) and *...visiting...trying...checking out...* (Text 7)
- synthetic personalization to establish rapport with audience, e.g. *you* (Text 4) and *your* (Text 7)
- reference to occupation as an aspect of identity, e.g. *boss* (Text 6) and *IT guy* (Text 7)
- ellipsis for brevity, e.g. *Hoping you can show me...* (Text 4), *Not afraid...* (Text 6) and *IT guy by day...* (Text 7)
- noun phrases to convey interests, e.g. *someone who likes making fun of bad movies* (Text 4), *faraway places* and *tapas in Spain* (Text 7)
- imperative mood to narrow the field, e.g. *don't bother* (Text 6)
- metaphor to convey the need for a fresh start, e.g. *shaking up the routine* (Text 7).

Students (Text 2 and 3) versus Professionals (Text 1, 4, 6 and 7)

- noun phrases to describe youth lifestyle, e.g. *coffee* and *📱 for breakfast* (Text 2) and *costume parties* (Text 3)
- humour: to convey ironic self-awareness, e.g. *Looking at my phone...lookin at my phone* (Text 1) and *please date me so I can stop bringing my mum...* (Text 3)
- parenthetical structure to convey humorous defiance of expectations, e.g. *(so sue me)* (Text 2)
- parallel pattern to establish professional vs personal contrast in identity, e.g. *IT guy by day...by night* (Text 7)
- clauses to subtly convey the desirability of a humorous and self-deprecating nature, e.g. *please date me...* (Text 3) and *laughing at themselves* (Text 4)
- abstract nouns and noun phrases which subtly imply the professional nature of the contributor in need of a break from professional routine, e.g. *local bands* (Text 4) and *hobby* (Text 7)
- Non-Standard orthography, e.g. *in too* (Text 4) versus Standard English with advanced punctuation, e.g. *So what's your hobby: yoga, cooking, taking artsy photos?* (Text 7)
- self-conscious use of clipping to establish an off-duty voice, e.g. *fam* and *Met* (Text 7)
- self-conscious use of elision to establish an off-duty voice, e.g. *Lookin* and *searchin* (Text 1)
- simple noun phrases to reflect the fast-paced nature of student life, e.g. *the movie* and *the book* (Text 2) versus simple noun phrases to reflect gender and professional identity e.g. *the boss* (Text 6)
- the party game conceit of the formatting of Text 2.

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

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	