



GCE A LEVEL MARKING SCHEME

SUMMER 2019

**A LEVEL
ENGLISH LANGUAGE - COMPONENT 3
A700U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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.

EDUQAS A LEVEL ENGLISH LANGUAGE - COMPONENT 3

CREATIVE AND CRITICAL USE OF LANGUAGE

SUMMER 2019 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.
- 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.

Notes

In making judgements, look carefully at the separate sheet with the marking grid, and at the notes which follow. We may expect candidates to select some of the suggested approaches, but it is equally possible that they will select entirely different approaches. Look for, and reward valid alternative approaches which demonstrate independent thinking, creativity and expertise.

	A03	A05
Tasks 1(a) and (b) OR 2 (a) and (b)	-	30 marks each
Task (c)	20 marks	

Either,

1. (a) **Zbigniew has to decide what to do with the money he has found in the suitcase. Write a dramatic monologue – a script for performance in the single voice of the character – in which he considers his options.** Aim to write approximately 300 words. [30]

The response should be a script for a dramatic monologue by Zbigniew. Candidates should draw on details given in the text about the circumstances of the find and may mention other characters involved. The monologue is likely to focus on the moral dilemma the Polish builder faces in either keeping secret a life-changing amount of money or announcing the find.

Characteristics of a successful response may include:

- clear understanding of the purpose
- insightful awareness on the audience/reader's needs e.g. atmosphere, suspense
- linguistic choices appropriate to genre
- development of character e.g. creation of empathy, emotive expression
- form suitable for a dramatic monologue e.g. stage directions, pauses, pace
- appropriate and relevant information to explore the dilemma
- clear, logical and appropriate structure to engage the audience/reader
- content drawn from the stimulus material but creative development of appropriate details
- well-selected and developed content
- astute contextual awareness of the medium
- effective stylistic choices e.g. non-standard idiolect, spoken language features
- a creative depiction of Zbigniew
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre
- limited awareness of the reader's / audience's needs
- does not convincingly meet the requirements of the task
- limited development of character
- awkward, inappropriate or incoherent written expression
- loses tight focus of prescribed viewpoint
- over-reliance on stimulus material.

This is not a checklist. Reward other valid approaches.

- (b) **A family make a valuable find while on holiday. Write a newspaper report that details how they made their discovery and why it is significant.** Aim to write approximately 300 words. [30]

The report should conform to the newspaper genre. It should focus on how the family made their discovery and discuss its value and significance. Candidates may invent a treasure deliberately hidden, as in the stimulus text, or may offer an appropriate find of financial, historic or artistic interest.

Characteristics of a successful response may include:

- sophisticated sense of genre
- focused, thoughtful content e.g. techniques and effects
- effective stylistic choices e.g. questions, comparison, evaluation, quotation
- clear understanding of the purpose
- insightful awareness on the audience/reader's needs
- linguistic choices appropriate to genre e.g. modified noun phrases, fronted adverbials
- form suitable for a newspaper report
- appropriate and relevant information e.g. factual approach, clear structure
- clear, logical and appropriate structure to engage the audience/reader e.g. engaging sympathy with family, quotation of experts' assessments.
- content drawn from the stimulus material but creative development of appropriate details
- well-selected and developed content
- astute contextual awareness of the medium
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre
- limited awareness of the reader's / audience's needs e.g. lack of pertinent information
- does not convincingly meet the requirements of the task
- limited development of details
- awkward, inappropriate or incoherent written expression
- struggling to sustain writing
- over-reliance on stimulus material.

This is not a checklist. Reward other valid approaches.

Or,

2. (a) **A restaurant is launching a summer menu featuring dishes from around the world. Write the text for the restaurant's website describing some of its dishes with the aim of tempting customers to try something new.**

Aim to write approximately 250 words.

[30]

This text for a restaurant's website should focus on promoting dishes from its new summer menu. Hot summer weather may be used to link the dishes as in the stimulus material. Candidates will need to balance information and persuasion. The dishes described may be from the stimulus material, but candidates can include others that are appropriate. The flavours should be described as delicious, exciting, fun and/or challenging to achieve the aim of tempting the audience of browsers to come and experience the restaurant's food.

Characteristics of a successful response may include:

- sophisticated sense of genre
- focused, thoughtful content e.g. techniques and effects
- effective stylistic choices e.g. sensory language, imagery, cohesion
- clear understanding of the purpose e.g. second person address, modification, wordplay
- insightful awareness on the audience/reader's needs
- linguistic choices appropriate to genre: informative and explanatory description e.g. glossed proper nouns, derivation, comparison
- form suitable for a text for a website e.g. structure, headings
- appropriate and relevant information
- clear, logical and appropriate structure to engage the audience/reader
- content drawn from the stimulus material but creative development of appropriate details
- well-selected and developed content
- astute contextual awareness of the medium
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre
- limited awareness of the reader's / audience's needs e.g. lack of description
- does not convincingly meet the requirements of the task
- limited development of details
- awkward, inappropriate or incoherent written expression
- struggling to sustain writing
- over-reliance on stimulus material.

This is not a checklist. Reward other valid approaches.

- (b) **Write an extract from a short story in which two students decide to experiment with recipes from a cookbook when it is their turn to cook for their housemates.** Aim to write approximately 350 words. [30]

For this extract from a short story, candidates should create two student characters whose interaction is in the context of selecting, preparing and/or serving dishes for their housemates. The use of a cookbook and the verb 'experiment' suggest their unfamiliarity with the recipe(s) and may result in humour or disaster. There may be some use of the dishes in the stimulus material, but this is not essential. The style will vary: some candidates may use the present tense or shifts in time. The viewpoint might be third person or first person from both or either characters' perspectives.

Characteristics of a successful response may include:

- clear understanding of the purpose
- insightful awareness on the audience/reader's needs e.g. creation of empathy, tension, humour
- linguistic choices appropriate to genre
- character development e.g. spoken interaction, roles assumed
- form suitable for a short story e.g. narrative control for a short story, viewpoint
- appropriate and relevant information to explore the dilemma
- clear, logical and appropriate structure to engage the audience/reader
- well-selected and developed content
- astute contextual awareness of the medium
- effective stylistic choices e.g. descriptive language, sensory lexis connected to food, modified noun phrases
- a creative depiction of the situation
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre
- limited awareness of the reader's / audience's needs
- does not convincingly meet the requirements of the task
- limited development of character
- awkward, inappropriate or incoherent written expression
- loses tight focus of prescribed viewpoint
- over-reliance on stimulus material.

This is not a checklist. Reward other valid approaches.

Assessment grid: Component 3 Questions 1 (a) and (b) OR 2 (a) and (b)

It is expected that some candidates will perform above the expectations set for band 5. Please be mindful of the characteristics of responses that may exceed what could be reasonable achieved in the Band 5 to ensure that the full range of marks available are used. Obviously, there are no additional marks available for such responses, but in order to successfully benchmark assessment in band 5 examiners should be aware of higher performance indicators: self-assured, mature and tightly controlled expression; thought-provoking and creatively manipulated linguistic/stylistic choices for creating deliberate effects; skilful presentation of selected material/ideas to meet the needs of the audience; sophisticated understanding of the task and of the relationship between purpose, audience, form and structure, which may be played with at this level.

BAND	AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways	Guidance
Band 5 25-30 marks	<ul style="list-style-type: none"> Sophisticated and appropriate expression Confident and conscious linguistic/stylistic choices Highly original with real flair Form and content skilfully linked to genre/purpose 	<p>High (29-30): Sophisticated and self-assured. Demonstrates flair and originality. Language consciously and creatively manipulated for effect. Skilful engagement with audience. High level of understanding. Distinctive and thought-provoking writing.</p> <p>Mid (27-28): Well-balanced, accurate and confident throughout. Originality in approach, content and style. Thoughtful personal engagement with task and audience. Assured control of content. Form and structure linked intelligently.</p> <p>Low (25-26): Very good understanding of task. Genre used aptly to underpin linguistic/stylistic choices. Polished style and strong sense of context. Voice confident in places, with some perceptive writing.</p>
Band 4 19-24 marks	<ul style="list-style-type: none"> Fluent and controlled expression Purposeful linguistic/stylistic choices Original and engaging Form and content effectively linked to genre/purpose 	<p>High (23-24): a stronger sense of the writer as an individual with evidence of thoughtful creativity and purposeful linguistic choices. The response will show some signs of originality and will be clearly shaped by the target audience and the genre. Expression will be fluent, carefully controlled and sustained.</p> <p>Mid (21-22): There will be some assurance in the approach—although not all creative choices will be effective. Engagement with the audience will be well developed. The writing will begin to demonstrate some interesting features, but these may not be sustained.</p> <p>Low (19-20): Responses will be consciously crafted for effect with some purposeful language choices and a secure understanding of audience. The structure will be well controlled, with effective links established between form/content and genre/purpose.</p>
Band 3 13-18 marks	<ul style="list-style-type: none"> Accurate and sound expression Competent linguistic/stylistic choices Some originality and clear attempt to engage Form and content sensibly linked to genre/purpose 	<p>High (17-18): Examples of a personal voice and competent linguistic choices should be evident. There will be a sensible engagement with the target audience and a conscious attempt to organise material for effect. Expression will be generally sound and accurate; the style will be controlled.</p> <p>Mid (15-16): Responses should be generally clear and accurate with some sensible personal language choices being made. There should be a clear focus on the task with a sensible development of the content of the piece. The writing will be engaging</p> <p>Low (13-14): Expression should be mostly sound and organisation quite clear. Focus on the demands of the task should begin to shape the writing: form and content should be sensibly linked to genre and purpose, and there should be some attempt to engage.</p>
Band 2 7-12 marks	<ul style="list-style-type: none"> Some inconsistency/inaccuracy and expression is rather basic Evidence of some straightforward linguistic/stylistic choices Some awareness of audience Some attempt to match form and content to genre/purpose 	<p>High (11-12): Expression will be straightforward, but with some technical inaccuracy. There will be some basic engagement with the audience and some attempt to match form/content to genre/purpose. There will be some evidence of conscious lexical choices in places. Responses will be marked by inconsistency.</p> <p>Mid (9-10): Knowledge of genre and a basic awareness of audience may underpin some linguistic decisions. Expression will be adequate, though inconsistent in places with some faults in the writing. There will be some evidence that the link between form/content is understood.</p> <p>Low (7-8): The range of a response will be narrow, but there may be some basic awareness of genre in places. Technical errors will not affect understanding, but there may be some lack of fluency. Language choices will be basic.</p>
Band 1 1-6 marks	<ul style="list-style-type: none"> Frequent lapses and errors in expression Insufficient awareness of linguistic/stylistic choices Little sense of audience Limited attempt to link form and content to genre/purpose 	<p>High (5-6): Technical inaccuracy and lack of fluency in expression will still be evident, but there may be some limited awareness of audience, and evidence of the occasional attempt to choose words for effect. There may be some limited awareness of links between content and genre.</p> <p>Mid (3-4): Some limited understanding of the task may begin to show, but the writing will lack clarity/accuracy. The response may lack development. There will be limited engagement with language choices.</p> <p>Low (1-2): There will be little explicit evidence of organisation and only a cursory awareness of the demands of the task. Expression will often be awkward with frequent technical errors. There will be little sense of audience and limited awareness of stylistic choices. The response may be very brief or incomplete.</p>
0	0 marks: response not credit worthy	

- (c) **Choose one of the texts you have produced and write a commentary analysing and evaluating your language use. Comment particularly on your use of language features and their effectiveness in relation to the context given either in part (a) or part (b).** [20]

Candidates should critically analyse and evaluate **one** of the texts produced in (a) or (b). There should be a clear attempt to explain what they have tried to achieve (e.g. sense of character; distinctive voice; persuasive tone) and to assess the effectiveness. Candidates should explore the contextual factors (e.g. audience, purpose, genre) and the language features (e.g. use of modifiers/ concrete nouns; subject specific language; sentence structure), considering how these shape meaning. They should refer to the language levels, using apt, accurate quotation to support points.

Characteristics of a successful response may include:

- clear attempt to explain what they have tried to achieve
- evaluation of the success of the intended effects
- insightful assessment of the intended effects
- wide-ranging exploration of distinctive contextual factors e.g. genre, audience, purpose
- purposeful analysis of chosen language features
- meaningful analysis of chosen stylistic features
- thoughtful discussion reflecting on how meaning is shaped
- consistent and accurate reference to the language levels
- use of apt and accurate quotation to support points.

Characteristics of a less successful response may include:

- observational or descriptive overview with little analysis
- general statements regarding context rather than specific to the task/examples provided
- straightforward identification of language features.

This is not a checklist. Look for and credit other valid interpretations/approaches where they display relevant knowledge and use appropriate analytical methods.

BAND	AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
Band 5 17-20 marks	<ul style="list-style-type: none"> • Confident analysis of a range of contextual factors • Productive discussion of the construction of meaning • Perceptive evaluation of the effectiveness of communication
Band 4 13-16 marks	<ul style="list-style-type: none"> • Effective analysis of contextual factors • Some insightful discussion of the construction of meaning • Purposeful evaluation of the effectiveness of communication
Band 3 9-12 marks	<ul style="list-style-type: none"> • Sensible analysis of contextual factors • Generally clear discussion of the construction of meaning • Relevant evaluation of the effectiveness of communication
Band 2 5-8 marks	<ul style="list-style-type: none"> • Some valid analysis of contextual factors • Undeveloped discussion of the construction of meaning • Inconsistent evaluation of the effectiveness of communication
Band 1 1-4 marks	<ul style="list-style-type: none"> • Some general awareness of context • Little sense of how meaning is constructed • Limited evaluation of the effectiveness of communication
0 marks	Response not credit worthy