



GCE A LEVEL MARKING SCHEME

SUMMER 2022

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

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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 GCE A LEVEL ENGLISH LANGUAGE
COMPONENT 3: CREATIVE AND CRITICAL USE OF LANGUAGE
SUMMER 2022 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.
- 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.

Use of Gender Pronouns

In the composition of narrative writing, candidates have the option for some tasks to write in the first- or third-person. When writing about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices when assessing all work.

COMPONENT 3: CREATIVE AND CRITICAL USE OF LANGUAGE

MARK SCHEME

General Notes

In making judgements, look carefully at 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.

	AO3	AO5
Tasks 1(a) and (b) <i>OR</i> 2(a) and (b)	N/A	30 marks each
Task (c)	20 marks	

EITHER,

1. (a) Write an article for an online magazine. Discuss an aspect of life where digital interactions are becoming more common. Consider some of the social consequences.

Aim to write approximately 300 words.

[30]

This question tests the candidate's ability to demonstrate expertise in shaping, crafting and developing ideas to engage the reader, and to use a critical selection of language and language features.

The response should have an appropriate structure and tone for an online magazine article. The focus should be clearly on a selected aspect of modern life where digital interactions are becoming more common. Candidates may explore communication through the Covid-19 pandemic on platforms such as Zoom, Facetime etc. and the varying aptitudes and frustrations of different generations. Other aspects candidates may choose include online learning, shopping, music, theatre, reading, banking etc. The social consequences should be considered e.g. for education, the high street, for those lacking equipment and/or digital skills, the alleviation of or increase in feelings of isolation.

Characteristics of a successful response may include:

- clear understanding of the purposes to explain and consider e.g. information, overview
- insightful awareness of the audience's needs e.g. focused argument, thought-provoking examples
- linguistic choices appropriate to genre e.g. informal language features, questions, balanced views
- form suitable for online magazine e.g. engaging opening, headings, short paragraphs
- appropriate and relevant information e.g. focus on chosen aspect of modern life, comparison
- clear, logical and appropriate structure to engage the audience e.g. signposting, cohesion
- effective stylistic choices e.g. imagery, relevant anecdote
- creative development of content drawn from the stimulus material e.g. personal examples
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of task e.g. failure to discuss digital interactions
- inappropriate stylistic choices for genre e.g. unfocused narrative, loss of tense control
- limited awareness of reader's needs e.g. unstructured or inconsistent details
- inappropriate or irrelevant information e.g. generalised critique of modern life
- over-reliance on stimulus material e.g. unmediated quotation
- awkward, inappropriate or incoherent written expression.

This is not a checklist. Reward other valid approaches.

- (b) Write an extract from a short story about a pound coin.

Aim to write approximately 300 words.

[30]

This question tests the candidate's ability to demonstrate expertise in shaping, crafting and developing ideas to engage the reader, and to use a critical selection of language and language features.

As this is an extract, a complete story is not expected. It must include a pound coin, but this may be achieved by a focus on its owner(s), transactions where it changes hands etc. It may be written in the first person e.g. from the point of view of the coin, or written in the third person.

Characteristics of a successful response may include:

- clear understanding of the purpose e.g. creation of an engaging narrative, focus on a pound coin
- insightful awareness of the reader's needs e.g. details of situation, direction of empathy
- linguistic choices appropriate to genre e.g. variety of descriptive techniques, tense control
- form suitable for an extract from a short story e.g. apt viewpoint, concise construction of situation
- clear, logical and appropriate structure to engage the reader e.g. paragraphs, plot development
- content drawn from the stimulus material with creative development of appropriate details e.g. coin no longer valued
- astute contextual awareness of the medium e.g. flashbacks, clues to developments
- effective stylistic choices e.g. thoughtful lexical choices, apt imagery
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the task e.g. lack of focus on a pound coin
- limited awareness of the reader's / audience's needs e.g. unfocused description
- not convincingly meeting the requirements of the genre e.g. unstructured, undeveloped situation
- loss of stylistic cohesion e.g. uncontrolled changes of tense
- over-reliance on stimulus material e.g. unmediated quotation
- awkward, inappropriate or incoherent written expression.

This is not a checklist. Reward other valid approaches.

OR,

- 2. (a)** Write a blog by a survivor of an extreme weather event.

Aim to write approximately 300 words.

[30]

This question tests the candidate's ability to demonstrate expertise in shaping, crafting and developing ideas to engage the reader, and to use a critical selection of language and language features.

The extreme weather event may be flooding (as in the stimulus material) but could be drought, heat, fire from lightning strikes, wind etc. The blog could be written sequentially during the event or retrospectively. It should detail the survivor's experiences and how they survived.

Characteristics of a successful response may include:

- clear understanding of the purpose e.g. communicating a response to extreme circumstances
- insightful awareness of the audience's needs e.g. appropriate details, explanation of threat
- development of character e.g. emotive expression, articulation of fears and hopes
- linguistic choices appropriate to blog e.g. first person, conversational or digital language features
- clear, logical and appropriate structure to engage the audience e.g. chronological approach
- content drawn from the stimulus material with creative development of appropriate details e.g. rapid, instinctive response, interaction between characters
- well-selected and developed content e.g. memories, comparison
- astute contextual awareness of the medium e.g. suspense, atmosphere
- effective stylistic choices e.g. imagery, tense control
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre e.g. failure to produce a blog
- limited awareness of the audience's needs e.g. lack of detail
- not convincingly meeting the requirements of the task e.g. no reference to extreme weather, not written by survivor
- limited development of situation e.g. circumstances lack description or clarity
- over-reliance on stimulus material e.g. unmediated quotation
- awkward, inappropriate or incoherent written expression.

This is not a checklist. Reward other valid approaches.

- (b) Write a news report for a local newspaper that describes a dramatic rescue.

Aim to write approximately 300 words.

[30]

This question tests the candidate's ability to demonstrate expertise in shaping, crafting and developing ideas to engage the reader, and to use a critical selection of language and language features. Responses should show an understanding of contextual factors, concepts and issues related to the task.

The candidate is free to create a threatening situation and participants who are involved in a dramatic rescue. The writing should demonstrate journalistic features and some reference to the locality.

Characteristics of a successful response may include:

- clear understanding of the purpose e.g. to engage and inform local audience
- insightful awareness of the audience's needs e.g. establishment of situation and participants, factual, evocative description of events
- clear, logical and appropriate structure to engage the audience/reader e.g. paragraphs, developed narrative
- linguistic choices appropriate to genre e.g. modified noun phrases, fronted adverbials
- form suitable for a news report e.g. factual approach, title, introduction
- appropriate and relevant information e.g. details of circumstances, threat and outcome
- content drawn from the stimulus material with creative development of appropriate details e.g. power of natural forces, instinctive reactions of rescuers
- well-selected and developed content e.g. credible, local details
- astute contextual awareness of the medium
- effective stylistic choices e.g. questions, comparison, evaluation, quotation
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misinterpretation of task, e.g. failure to include a rescue
- inappropriate form for an extract from a local news report e.g. first person narrative
- limited awareness of the audience's needs e.g. lacks details of circumstances, confusing characters
- over-reliance on stimulus material e.g. unintegrated quotation or close paraphrase
- undeveloped content e.g. implausible situation, minimal characterisation
- awkward, inappropriate or incoherent written expression.

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 reasonably 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
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>
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>
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>
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>
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 tasks 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]

This question tests the candidate's ability to analyse their own language choices and their impact, and how meaning is constructed for the context of the task. It also tests the candidate's ability to make judgements based on the effects of selected aspects of the text, using appropriate terminology.

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. a sense of place; a distinctive voice; a persuasive tone). Candidates should explore the contextual factors (e.g. audience, purpose, genre) and the language features (e.g. use of modifiers/concrete nouns to create a fictional world; figurative language; subject specific language; variations in sentence structure), considering how these shape meaning.

Characteristics of a successful response may include:

- a clear attempt to explain what they have tried to achieve e.g. identifying the precise contextual implications of the task
- evaluation of the success of the intended effects e.g. how chosen techniques contribute to the creation of meaning
- wide-ranging exploration of the distinctive contextual factors e.g. appropriate spoken language features or concise informative detail
- purposeful analysis of chosen language features e.g. cumulative effect of a semantic field
- meaningful analysis of chosen stylistic features e.g. topic paragraphs linking features chosen to match elements of the task
- thoughtful discussion reflecting on how meaning is shaped e.g. how empathy is created or tone developed
- 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 e.g. listing word classes
- unsupported discussion of intentions

This is not a checklist. Reward other valid approaches.

Assessment Grid Component 3: Part (c) 20 marks

BAND	AO3 Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
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
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
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
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
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	0 marks Response not credit-worthy