AQA

AS
English Language and Literature

7706/2 People and Places
Mark scheme

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Version 1.0: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk.

English Language and Literature Mark Scheme
How to Mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark scheme (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme, making it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- put into a rank order the achievements of students (not to grade them – that is something that is done later using the rank order that your marking has produced)
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open minded** and **positive** when marking scripts. The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study language and literature in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have learnt on the course. It is important to assess the quality of **what the student offers**. The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

Assessment Objectives

This component requires students to:

AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression

AO2: Analyse ways in which meanings are shaped in texts

AO3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received

AO4: Explore connections across texts, informed by linguistic and literary concepts and methods

AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.

Distribution of Assessment Objectives and Weightings

The table below is a reminder of which Assessment Objectives will be tested by the questions and tasks completed by students and the marks available for them.

Assessment Objective	AO1	AO2	AO3	AO4	AO5	Total
Question 1	10		20	10		40
Question 2					15	15
Question 3		5	10		5	20
						75

The Marking Grids

The specification has generic marking grids for each Assessment Objective which are customised for individual tasks. Within each Assessment Objective there are five broad levels representing different levels of achievement. Do not think of levels equalling grade boundaries. Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole. You may be required to give different marks to bands for different Assessment Objectives.

Using the Grids

Level of response mark schemes are broken down into five levels, each of which have descriptors. The descriptors for the level show the typical performance for the level. There is the same number of marks in each level for an individual Assessment Objective. The number of marks per level will vary between different Assessment Objectives depending upon the number of marks allocated to the various Assessment Objectives covered by a particular question. Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as in the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response fulfils most but not all of level 3 with a small amount of level 4 material, it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. It is often best to start in the middle of the level's mark range and then check and adjust. If the descriptors are all fully identifiable in the work you need to give the highest mark in the level. If only some are identifiable or they are only partially fulfilled then give a lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to some generic descriptors (common across all the assessments and presented in bold text), paper-specific indicative descriptors (presented in plain text) are provided as a guide for examiners. Indicative content is also provided for each question to supplement the main mark grids. This is not intended to be exhaustive and you must credit other valid points.

An answer which contains nothing of relevance to the question must be awarded no marks.

Annotating scripts (at question level)

It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made. Please do not make negative comments about students' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

You should for all questions:

- identify points of merit with ✓ (ticks should engage with the detail of a student's thinking and analysis and be related to marginal annotations – see further advice on the placement of ticks for specific Assessment Objectives)
- write notes in the margin commenting on the answer's relationship to the AOs/grid/key words/focus with reference to the standard abbreviations outlined below
- write a summative comment at the end for each Assessment Objective based on the level descriptors and justification for awarding it this mark based on reference to the relevant standardisation script.
- indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence.

Annotating scripts (generally)

- All pages in the answer booklet should be ticked, even if there is nothing written on the pages.
- Your initials should be placed on the front page in the appropriate box at the top of the script.
- Total marks for each question should be transferred to the front of the script, in addition to the total mark for the whole script.

Section A

Assessment Objectives (Question 1)

The AOs assessed in these questions are AO1, AO3 and AO4 (AO1, 10 marks, AO3 20 marks, AO4 10 marks).

How the Assessment Objectives apply to Section A

AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.

This rewards students' ability to apply concepts and methods from integrated linguistic and literary study to literary and non-literary material. AO1 also rewards the ability to maintain an academic style throughout the essay.

In order to compare and contrast how the writers and speakers present Paris, students are assessed on meeting three distinct stands:
- use of terminology
- applying concepts and methods and drawing on appropriate language levels
- expression and presentation of ideas.

Strand One: use of terminology

Awarding at the different levels (Levels 1-5) will be based on:
- the level of accuracy and precision in using terminology and labelling features.

Strand Two: applying concepts and methods

Awarding at the different levels (Levels 1-5) will be based on
- the selection of language levels relevantly to the texts (rather than any hierarchical judgements about the language levels themselves) and the quality of discussion of the patterns and effects of these
- in addition, this second strand also includes features (where relevant to the specific texts) that highlight **distinctive ways that places, societies, people and events** are represented so as to allow for the strand of AO4 that focuses on **an analysis of the representation of place**.

Strand Three: expression and presentation of ideas

Awarding at the different levels (Levels 1-5) will be based on
- the ability to present ideas academically with good expression and development of ideas
- the overall structural organisation of the answer, such as organising their ideas into topics and paragraphs, to compare and contrast how the writers and speakers in these extracts present Paris.

Marginal annotations to be used for AO1: Question 1

AO	Annotation symbol	Symbol indicates
AO1		*Reference to **language levels** / **concepts** selected by student for comment:*
	grm	**Grammar**
	LS	**Lexis/semantics**
	graph	**Graphology**
	disc	**Discourse**
	phon	**Phonology**
	prg	**Pragmatics**
	pov	**Point of view**
	rep	**Representation** (where students identify the ways that people, places and societies are presented in the texts)
	eg eg?	where **textual support** is given where textual support is not given to support identification of a feature
	?	**terminology** used imprecisely
	X	**terminology** used incorrectly
	Exp	**unclear expression**
	straight <u>underline</u>	underline **correctly used terminology** when exemplified

AO3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received.

This relates to students' ability to explore the significance and the influence of contextual factors on the production and reception offered by different genre and text types, and examine why writers and speakers choose to communicate using various forms.

In order to compare and contrast how the writers and speakers present Paris, students are assessed on meeting three distinct stands:
- factors associated with mode
- the use of particular genre conventions
- the influence of contextual factors (production and reception).

Students' considerations of all these *three contextual strands* will help determine both the level they are awarded and where within that level they are placed. (The balance of comments for each strand will depend on nature of the texts themselves.)

The three strands remain consistent in the bullet points throughout the different levels. The quality of the exploration will be measured though the key words:
- **evaluate** and **offer a perceptive** (Level 5)
- **explore** and **offer a clear account** (Level 4)
- **explain** and **offer some consideration** (Level 3)
- **describe** and **offer generalised awareness** (Level 2)
- **identify** and **offer little discussion** (Level 1).

Marginal annotations to be used for AO3: Question 1

AO	Annotation symbol	Symbol indicates
AO3		*Reference to **contextual factor** selected by student for comment:*
	mode	**Mode**
	gen	**Genre**
	aud	**Audience**
	purp	**Purpose**
	con	**Other contextual points including Contexts of Production (CoP) and Reception (CoR)**

AO4: Explore connections across texts, informed by linguistic and literary concepts and methods

This relates to the students' ability to make connections between texts, exploring their similarities and differences in the light of how the writers and speakers present place.

In order to compare and contrast how the writers and speakers present Paris, students are assessed on meeting three distinct stands:
* making connections
* text coverage
* the connections made between texts.

Strand One: making connections

Awarding at the different levels (Levels 1-5) will be based on the quality and quantity of the connections (**although there are not a precise number of connections**):
* **sophisticated** and **perceptive** (Level 5)
* **sound** and **occasionally perceptive** (Level 4)
* **some** (Level 3)
* **limited** (Level 2)
* **very few** (Level 1).

Strand Two: text coverage

The Mark Scheme band descriptors also highlight the coverage of the texts. This is assessed in AO4 as the comparative element requires a discussion of both extracts (as stated in the question). Coverage of the texts is expected to be:
* **even** (Level 4 and Level 5)
* **reasonably even** (Level 3), so a slight imbalance is possible
* **unevenly** (Level 2 and Level 1).

For Strands 1 and 2, this means in practice that:
1. where the students' focus is mainly on one text, although there might be a little discussion of the other, the maximum possible mark for AO4 will be 4

2. where one of the extracts is not discussed at all then a mark of 0 will be awarded as there will be no connections made between texts

3. where the texts are discussed separately the maximum possible mark for AO4 will be 2 as few, if any connections, will have been made.

Strand Three: exploring similarities and differences

Awarding at the different levels (Levels 1-5) will be based on:
* comparison of **key/foregrounded language features (AO1)** and **contextual aspects of mode, genre, audience, purpose etc. (AO3)**
* comparison of any of the aspects/areas of representation identified for AO1 **in the context of an overarching focus on the representation of place**.

Marginal annotations to be used for AO4: Question 1

AO	Annotation symbol	Symbol indicates
AO4		*Reference to **a point of comparison or contrast** selected by student for comment:*
	C	**Comparison** (This will often be linked to points about **representation (rep)** and other similarities/difference may be around **context (con)** and/or **language levels (eg grm)** - and specific **language features** within these levels – the two elements of the third strand)

Section A: Remembered Places (Question 1)

AO1: *Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression*		AO3: *Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received*		AO4: *Explore connections across texts, informed by linguistic and literary concepts and methods*	
This rewards students' ability to apply concepts and methods from integrated linguistic and literary study to literary and non-literary material. AO1 also rewards the ability to maintain an academic style throughout the essay.		This relates to students' ability to explore the significance and the influence of contextual factors on the production and reception offered by different genre and text types, and examine why writers and speakers choose to communicate using various forms.		This relates to the students' ability to make connections between texts, exploring their similarities and differences in the light of how the writers and speakers represent place.	
Level/Mark	**Students are likely to:**	**Level/Mark**	**Students are likely to:**	**Level/Mark**	**Students are likely to:**
Level 5 **9-10**	**Apply a range of terminology accurately.** **Select language levels with sustained relevance and evaluation of patterns.** **Express ideas with sophistication and sustained development.**	**Level 5** **17-20**	**Offer a perceptive account.** **Evaluate:** • the different factors associated with mode • the use of particular generic conventions • the influence of contextual factors on production and reception of the extracts.	**Level 5** **9-10**	**Make sophisticated and perceptive connections.** **Covers extracts evenly** **Evaluate:** • ideas about how individuals and societies are framed and represented • in detail the ways in which the extracts are similar and different.
Level 4 **7-8**	**Apply terminology relevantly and mainly accurately.** **Select language levels purposefully and explore some patterns.** **Express ideas coherently and with development.**	**Level 4** **13-16**	**Offer a clear account** **Explore:** • different aspects of mode • genre conventions of different the extracts • how the production and reception of the extracts are motivated by contextual factors.	**Level 4** **7-8**	**Make sound and occasionally perceptive connections.** **Covers extracts evenly** **Explore:** • ideas about how writers and speakers present places, societies and people • a number of ways in which the extracts are similar and different.

Level 3 **5-6**	**Apply terminology with some accuracy.** **Select language levels and explain some features.** **Present ideas with some clear topics and organisation.**	**Level 3** **9-12**	**Offer some consideration.** **Explain:** • aspects of mode • more obvious genre conventions • the contexts in which the extracts were produced and received.	**Level 3** **5-6**	**Make some connections.** **Covers extracts reasonably evenly.** **Explain:** • more obvious points about presentation • some ways in which the extracts are similar and different.
Level 2 **3-4**	**Apply terminology with more general labels.** **Select language levels with incomplete development and identify some features.** **Communicate ideas with some organisation.**	**Level 2** **5-8**	**Offer generalised awareness.** **Describe:** • some features of speech and writing • genre conventions with some limited awareness • with limited awareness the contexts in which extracts were produced and received.	**Level 2** **3-4**	**Make limited connections.** **Covers extracts unevenly.** **Describe:** • some simple points about presentation • some simple points on how the extracts might be similar and different.
Level 1 **1-2**	**Describe language features without linguistic description.** **Show limited awareness of language levels but may describe some features.** **Present material with little organisation.**	**Level 1** **1-4**	**Offer little discussion.** **Identify:** • basic points on speech and writing • basic ideas about, and conventions of, genre • some basic ideas about production and reception.	**Level 1** **1-2**	**Make very few (if any) connections.** **Covers texts unevenly.** **Identify:** • some isolated points about the extracts • very basic comparisons made.
0	Nothing written about the extracts.	**0**	Nothing written about the extracts.	**0**	Nothing written about the extracts or only one extract considered.

Instructions to examiners:

- When determining a Level/Mark for AO4 you should consider whether the answer has dealt with both extracts evenly. An answer with uneven coverage cannot be placed above Level 2. By uneven we mean a significant imbalance in favour of one of the extracts. An answer that only deals with one extract should not be given any credit for AO4. An answer that offers two separate analyses of the extracts cannot be placed above Level 1 for AO4.

Indicative content:

0 1 Compare and contrast how the speaker and writer in these extracts present Paris. You should refer to both extracts in your answer and consider:
- the language choices made and their likely effects
- the different audiences and purposes of the texts
- aspects of mode.

[40 marks]

Students might refer to:

AO1:

Text A

- first person to recount experience
- mixture of present and past tense used to recall memories and childhood feelings – 'being', 'went'
- temporal 'there was a time' and spatial deixis 'going there'
- formal lexis to describe feelings about visiting Paris – 'underwhelmed'
- indirect speech to recount child's perspective of Paris – 'my parents heard me saying'
- second person to present childhood feelings – 'you're not'
- repetition of noun phrase 'small child' and use of intensifier 'very small child' and verbs associated with mental processes 'guess'
- repetition of the perception verbs 'guess' and 'think' used to recall thoughts
- lexis associated with family members 'sister', 'parents' and childhood activities 'Disneyland and rollercoasters' to recount expectations of Paris as a child
- negation 'don't', 'isn't' to recall disappointment in Paris
- hedges and vague language – 'kind of', 'something'
- non-fluency features– pauses, fillers
- self-correction and repair
- discourse marker to start the recount 'so'
- declaratives to offer facts, personal opinions and feelings

Text B

- direct address to child and synthetic personalisation –'you'
- multi-modality – cartoon hand-drawn images and text using different fonts and capitals to appeal to children
- negatives used to establish text as different 'not a guidebook' and repetition of 'not-for-parents' establishing book as exclusively for children
- childlike lexis – 'creepy', 'cool'
- mainly declaratives but colloquial imperative 'check out'
- listing of things to see but those designed to appeal to children and not adults
- lexical choices to appeal to children: range of word classes used as premodifers including adjectives and adverbs– 'creepy stone gargoyles', 'amazingly pampered pets'
- lexical choice typical of travel genre: 'most famous city'
- typography designed to highlight words 'guillotine', 'snails, bones' appealing to children's interest in scarier aspects of Paris
- suggestions of exclusivity with journalistic phrase 'inside story'
- modal auxiliary verb in contractions 'you'll' (repeated) to lower formality and create a more speech-like register
- semantic field of horror – 'creepy', 'ghostly', 'bones'

AO3:

- recalling of past experiences to a listener (Text A)
- guide to future experiences (Text B)
- family holidays (Texts A and B)
- context of tourism but focus on child audience (Text B)
- knowledge of Paris history and culture embedded (Text B)
- activities in Paris appealing to children (Texts A and B)
- context of use to plan activities and keep children entertained (Text B)
- book written and purchased by adults (Text B)
- genre: transcript (Text A); guidebook (Text B)
- informative purpose (Text A) and persuasive, entertaining purpose (Text B)
- adult text producers (Texts A and B)
- personal nature of experience (Text A)

AO4:

- children's interests and expectations about Paris, as well as the impact of adults on their activities
- Paris as interesting and worthy to visit with children
- representations of being a child in Paris
- content of a family holiday
- authorship / narrative voice
- purposes and genres of texts
- specific language features and aspects of structure that provide opportunities for further comparative work

Section B

Assessment Objectives (Question 2): Re-creative Writing

The question will ask them to recast the base text into a new genre, with a likely different audience and purpose either specified or implied by the wording of the question. The additional bullet points also give strong pointers to aspects students might consider in their re-creative writing.

The sole Assessment Objective assessed Question 2 is AO5 (15 marks)

How the Assessment Objectives apply to Section B: Re-creative Writing

AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways

The three distinct dimensions of creativity for AO5 here are:
- creation of a new and original piece of writing
- use of the base text as a starting point/springboard
- control of any chosen style/s.

To meet this Assessment Objective overall, students will need to demonstrate creativity in their use of English in this recasting task and they will have the opportunity to show originality and flair in their deployment of structures and linguistic strategies. They will need to demonstrate how they can take the base text as a starting point and make the new text their own through their creative input.

Awarding at the different levels (1-5) for the *first strand* will be based on the success of students' re-creative writing and the degree of flair and crafting of their own writing that they demonstrate.

For the *second strand*, the ways that they use and adapt aspects of the base text is being rewarded with more derivative and over-reliance on the base text placing the writing at the lower levels of the mark scheme, and more successful manipulation and re-shaping of the base texts rewarded in the higher levels.

The *third strand* of AO5 rewards, at the higher levels, the ability to sustain the register(s) the student has selected as appropriate for the re-creative writing task. At the lower levels, students are likely to have made a less successful choice of register(s) and/or are unable to maintain their choice of register(s) consistently throughout their writing.

All three strands are assessed together so **a 'best fit' approach** will be taken to rewarding the students. (Each level has three marks within it to take into account whether students either meet all the criteria for that specific level or whether they are more or less successful in meeting one or more of the descriptors for that level.)

There is **no rubric infringement for not meeting the 200 word guidance** (Going significantly below the suggested word count will be self-limiting as it will be less easy to display the creative skills required by the task. Going significantly above the word guidance may also impact on time in completing the critical commentary.)

Marginal annotations to be used for AO5: Question 2

AO	Annotation symbol	Symbol indicates
AO5		*where the student has*
	task	recognised the needs of the new genre, audience and purpose
	task?	less clearly recognised the needs of the new genre, audience and purpose
	BT	adapted or manipulated the base text
	BT?	Paraphrased, lifted from or used the base text in a similar way to the original
	reg	used the chosen register in a successful way for the new text
	reg?	used the chosen register in an inconsistent or less appropriate way for the new text

Marginal annotations to be used for AO5: Question 2

AO	Annotation symbol	Symbol indicates

Section B: Re-creative Writing (Question 2)

Writing Task

AO5	
Demonstrate expertise and creativity in the use of English to communicate in different ways	
In these questions, students are assessed on their creativity in carrying out a writing task. Creativity is assessed via the following dimensions: • creation of a new and original piece of writing • use of the base text as a starting point/springboard • control of any chosen style/s	
Level/Mark	**Students are likely to:**
Level 5 **13-15**	Write convincingly, showing flair. Use ideas from the base text in a highly appropriate way. Consistently sustain a chosen register or registers of writing.
Level 4 **10-12**	Write in an increasingly successful way, with some flair. Use ideas from the base text in increasingly appropriate ways. Strongly sustain a chosen register or registers of writing.
Level 3 **7-9**	Write in a generally successful way, with some conscious attempts at crafting. Use the base text showing some signs of originality and manipulation. Sustain a chosen register or registers of writing in some of the text.
Level 2 **4-6**	Write with partial success, with some awareness of the task. Be over-reliant on the base text in parts. Inconsistently sustain a chosen register or registers of writing.
Level 1 **1-3**	Write with limited success, with little or no awareness of the task. Be completely over-reliant on the base text. Show limited awareness of register or registers of writing.
0	Nothing written.

Indicative content:

| 0 | 2 |

Refer to Text B from *NOT-FOR-PARENTS: PARIS — Everything you ever wanted to know* by Klay Lamprell.

Recast this as a post written by a parent on a travel blog for parents, giving advice about how to keep children entertained on a trip to Paris.

You should:
- consider what parents would find useful
- consider the advantages and disadvantages of visiting different places with children
- use an appropriate register for the task.

You should write about 200 words.

[15 marks]

Students may:
- use genre conventions associated with blogs
- use the first person / adopt a personal and anecdotal style
- use a casual informal register
- be informative and/or advisory
- use humour
- give positives and negatives
- use shared understanding of parenting and travelling with children
- make selections to include / exclude information from the base text in their new text.

Assessment Objectives (Question 3): Critical Commentary

The AOs assessed in this question are AO2, AO3 and AO5 (AO2 5 marks, AO3 10 marks and AO5 (5 marks).

Question

Identify four different examples of language features in your writing and explain your reasons for using them.

In your commentary you should:
- *consider the importance of purpose, audience, mode and genre in your language choices*
- *consider how you have used language to shape your intended meaning*
- *structure your writing clearly to express your ideas.*

Choice of features

The choice of language features is up to the students to ensure that they explain the what, the how and the why of the construction of the new text, focusing on the critical decisions made to achieve it and the adaptation of the base text.

Students are required to write about four *different* language features in their response.
'Language feature' here means a specific example of language that they have chosen to use at any of the language levels (grammar, lexis, discourse and so on) and individual ones below language levels (eg word classes)

Students can comment on
- isolated language choices, particularly when they are used in striking and clearly intentional ways (for example, one single use of the passive voice for effect)
- patterns of language use (for example, the use of various pronouns across their writing as examples of one 'language feature'.

How the Assessment Objectives apply to Section B: Critical Commentary

AO2: Analyse the ways in which meanings are shaped in texts.

This relates to the students' ability to explain the decisions they made in reshaping the material, their own language choices and how they intended these to both create and contribute to meaning.

Students are assessed on meeting two distinct strands in their discussion of their creative decisions:
- selecting and identifying different language features
- evaluating the choices they made.

Students' consideration of these two strands combined will help determine the level they are awarded. **There is only one mark per band**.

Strand One: number of features

This assesses whether students have met the instruction to identify and explain four examples of language features.
- Levels 4-5 require that 'four' examples are selected
- Level 3 asks for 'at least three'
- Level 2 asks for 'one to two'
- Level 1 might not identify specific language features clearly.

Strand Two: evaluating choices

This distinguishes between the quality of the accounts given for the features selected:
- **perceptive – evaluating choices** (Level 5)
- **competent – exploring choices** (Level 4)
- **clear – some observations about choices** (Level 3)
- **broad** – **generalised comments about choices** (Level 2)
- **minimal – little or no comment about choices** (Level 1).

> For Strands 1 and 2, this means in practice that the number of features identified will potentially limit students' achievement.
>
> 1. Identifying only two features will mean that the mark will be capped at Level 2 despite the quality of the discussion.
>
> 2. Identifying only three features will mean that the mark will be capped at Level 3 despite the quality of the discussion.
>
> 3. Responses that do identify four language features can be placed at Levels 3, 4 and 5 depending on the quality of the comments.
>
> 4. Responses that identify more than four language features (although not if they have used a larger category and sub-divided it, for example sentence moods and then discussing imperative, exclamatives etc.) cannot be awarded Level 5 as features have not been judiciously selected.

Marginal annotations to be used for AO2: Question 3

AO	Annotation symbol	Symbol indicates
AO2	Circling	reference to **language feature** selected by the student for comment
	EWM	where the student is **analysing** and **exploring** the writer's crafting of the text (**engages with meaning**)
	✓ (tick)	to indicate a **relevant, positive** point / interpretation of the question

Identifying features for the task calls for the labelling of features (for example 'pronouns', 'varying sentence types' or temporal deixis) as well as offering relevant examples and quotations from their own re-creative writing. Therefore it is also useful to use some annotations used for AO1.

Annotation symbol	Symbol indicates
eg / eg?	where **textual support** is/is not given
?	**terminology** used imprecisely
X	**terminology** used incorrectly
straight <u>underline</u>	underline **correctly used terminology**

AO3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received

The mark scheme separates this Assessment Objective into **purpose, audience, mode and genre**. Students will also be credited for exploring the significance of other contextual factors surrounding production and reception of their new text as indicated in the overall descriptor for this Assessment Objective. **Students are not expected to cover all contextual factors in their discussion but it is likely that stronger responses will cover a range.**

The quality of the students' exploration will be measured though the key words:
- **evaluate** and **offer a perceptive** (Level 5)
- **explore** and **offer a clear account** (Level 4)
- **explain** and **offer some consideration** (Level 3)
- **describe** and **offer generalised awareness** (Level 2)
- **identify** and **offer little discussion** (Level 1).

Marginal annotations to be used for AO3: Question 3

AO	Annotation symbol	Symbol indicates
AO3		*Reference to* **contextual factor** *selected by student for comment:*
	Mode	**Mode**
	Gen	**Genre**
	Aud	**Audience**
	Purp	**Purpose**
	Con	**Other contextual points including Contexts of Production (CoP) and Reception (CoR)**

AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways

Students are assessed on their writing expertise in producing a commentary on the recasting they did in Questions 2. Students are assessed on:
- organisation of the commentary (headings, paragraphs, cohesion)
- accuracy of the students' use of English (**not their accurate labelling of linguistic features**).

There is only one mark per band.

There is no one right way to structure the commentary and students may organise and structure their responses in different ways to give guidance to the reader.

There is **no rubric** infringement for not meeting the 200 word guidance.

However, going significantly below the suggested word count will impact the requirements of AO2 and AO3 and going significantly above the word guidance has implications for A05 in terms of producing a critical commentary that is cohesive, concise and complete, demonstrating complete control of an appropriate style.

Marginal annotations to be used for AO5: Question 3

AO	Annotation symbol	Symbol indicates
AO5	stuc ✓ struc?	the structure and **organisation** of the commentary could be commented on in the summative comment only
	sp/gr/p/exp	**inaccuracy** in spelling, grammar, punctuation or a lack of clarity in expressing ideas

Commentary (Question 3)

AO2 *Analyse ways in which meanings are shaped in texts*		AO3 *Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received*		AO5 **Demonstrate expertise and creativity in the use of English to communicate in different ways**	
This relates to the students' ability to explain the decisions they made in reshaping the material, their own language choices and how they intended these to both create and contribute to meaning.		This relates to students' ability to explore the significance of contextual factors surrounding production and reception in relation to their writing task.		Students are assessed on their writing expertise in producing a commentary on the recasting they did in Questions 2.	
Level/ Mark	**Students are likely to:**	**Level/ Mark**	**Students are likely to:**	**Level / Mark**	**Students are likely to:**
Level 5 5	**Provide perceptive accounts of how meanings are shaped by:** • judiciously selecting and identifying four different language features • evaluating the choices they made.	**Level 5** 9-10	**Offer a perceptive account.** **Evaluate the effects of:** • purpose • audience • mode • genre.	**Level 5** 5	Produce a commentary which is well organised and accurately written.
Level 4 4	**Provide competent accounts of how meanings are shaped, by:** • carefully selecting and identifying four different language features • exploring the choices they made.	**Level 4** 7-8	**Offer a clear account.** **Explore the effects of:** • purpose • audience • mode • genre.	**Level 4** 4	Produce a commentary which is organised competently, and which is mostly accurate.
Level 3 3	**Provide clear accounts of how meanings are shaped, by:** • identifying at least three different language features • making some observations about the choices they made.	**Level 3** 5-6	**Offer some consideration.** **Explain the links to:** • purpose • audience • mode • genre.	**Level 3** 3	Produce a commentary which is uneven both in its organisation and in its level of accuracy.

Level 2 **2**	**Provide broad accounts of how meanings are shaped by:** • identifying one or two different language features • making generalised comments about the choices they made.	**Level 2** **3-4**	**Offer generalised awareness.** **Describe:** • purpose • audience • mode • genre.	**Level 2** **2**	Produce a commentary which attempts to organise ideas, but with limited success and with basic errors.
Level 1 **1**	**Provide minimal accounts of how meanings are shaped by:** • offering scant reference to language features • little or no comment about the choices they made.	**Level 1** **1-2**	**Offer little discussion.** **Identify:** • purpose • audience • mode • genre.	**Level 1** **1**	Produce one or two ideas but with limited cohesion and frequent errors.
0	**Nothing written about the text.**	**0**	**Nothing written about the text.**	**0**	**Nothing written.**

Indicative content:

0 3 Identify four different examples of language features in your writing and explain your reasons for using them.

In your commentary you should:
- consider the importance of purpose, audience, mode and genre in your language choices
- consider how you have used language to shape your intended meaning
- structure your writing clearly to express your ideas.

You should write about 200 words.

[20 marks]

Students have been asked to identify four different language features and explain their decisions for using them.

They should be placed into bands for the quality of their responses, which may be structured in varying ways.

Students may:
- focus on language levels, such as their lexical or grammatical choices based on contextual factors
- explore aspects of the language used to create a relationship with the implied reader
- link their discussion to the genre and purpose of a blog and the intended audience of other adults
- discuss features that show their adaption of the base texts and additions they made for new audience, purpose and genre.

Students should write about four *different* language features in their response. By 'language feature', we mean a specific example of language that they have chosen to use at any of the language levels (grammar, lexis, discourse and so on).

Whilst it would be acceptable for students to comment on isolated language choices, particularly when they are used in striking and clearly intentional ways, students should also be aware of and write about how they create textual cohesion through patterns of language use.

Students could comment both on **one single use** of the passive voice for effect and on the use of various pronouns **across** their writing as examples of one 'language feature'.