



GCE A LEVEL MARKING SCHEME

SUMMER 2023

**A LEVEL (NEW)
ENGLISH LANGUAGE - UNIT 4
1700U40-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

WJEC GCE A LEVEL ENGLISH LANGUAGE - UNIT 4 (NEW)

UNIT 4: SPOKEN TEXTS AND CREATIVE RE-CASTING

SUMMER 2023 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.

Section A: Analysing Spoken Language

	AO1	AO2	AO3
Section A	20 marks	10 marks	10 marks

General Notes

In making judgements, look carefully at the marking grid, and at the Overview and Notes which follow. We may expect candidates to select some of the suggested approaches, but it is equally possible that they will select entirely different approaches. Look for and reward valid, well-supported ideas which demonstrate independent thinking.

1. In your response to the question that follow, you must:
 - draw on your knowledge of the levels of language
 - consider relevant concepts and issues relevant to the study of spoken language
 - explore contextual factors.

Analyse the different ways participants in these programmes use spoken language to interact when talking about the natural world. [40]

This question tests the candidate's ability to analyse language using appropriate terminology in a response that is logically organised with clear topic sentences and a developing argument. They should demonstrate an understanding of how spoken language is used through critical selection of relevant concepts and issues, and should analyse and evaluate the ways in which contextual factors affect linguistic choices.

Overview

Characteristics of a successful response:

- clear understanding of spoken language features e.g. turn-taking; non-fluency features; overlaps; emphatic stress; pitch and pace markers; topic management
- critical engagement with relevant concepts and issues e.g. use of subject specific language (variations between Text A, B and C); differing formality levels (particularly variation between Text A and Text C); purposes of broadcasts (elements of broader entertainment function in Text B)
- well-chosen, concise textual references that support points precisely
- clear appreciation that contextual factors shape the content, language and grammatical structures e.g. language choice references related to mode of broadcast (more layered description in Text A, appropriate to radio, when compared with Text B and Text C); language choice references related to participants (presenter using language to engage children in Text B); effects of the use of an established, celebrity presenter pairing (humour in Text C); variations in presentation of 'expert' knowledge (consciously more scientific in Text A and, to a certain extent, in Text C)
- intelligent interpretation of the transcripts based on close reading e.g. relevant references to precise aspects of the transcripts
- well-informed analysis consistently and purposefully tied to meaning e.g. analysis linked convincingly to the functions of the different transcripts as elements of broadcasts
- assured evaluation providing details on findings and implications

- intelligent conclusions drawn in the light of the question focus e.g. contrast in the structures of the interaction (primacy of local knowledge held by naturalist in Text A, compared with Matt Baker's use of the children's knowledge in Text B, or with Chris Packham's clarification interventions in Text C)
- a range of terminology used to underpin discussion
- carefully structured discussion that drives on the argument.

Characteristics of a less successful response:

- references to general features of spoken language with few links to the questions/transcripts
- broad overviews of theory
- only about half of the points made are appropriately and accurately supported with textual references
- inconsistent use of textual references (only about half of the points made are appropriately and accurately supported), or overly long quotations
- lack of engagement with detail resulting in a somewhat superficial view of the transcripts
- underdeveloped close analysis
- narrow range of linguistic knowledge (and it may not always be accurate)
- labelling of terms (feature spotting)
- a limited number of points
- losing sight of what is being asked by the question e.g. lack of focus on interactions between participants, and lack of exploration of the relevant contextual factors
- a reliance on describing and/or summarising content.

Notes

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

Text A

Lexical sets: associated with nature and the environment e.g. *mudflats, saltmarshes, habitats, crustacean, mollusc*

Present tense: frequently used to describe the scene as the presenter and naturalist are experiencing it e.g. *are, do*

Future time: to establish sequencing of discussion and activity e.g. *we'll do those in a minute*

Concrete nouns: to describe the environment for the discussion e.g. *tide, bay, mud*

Adjectives: to convey aspects of the scene e.g. *vast, wet, little*

Pronouns: to establish presenter and naturalist jointly experiencing landscape e.g. *if we have a look, we're going to focus on*

Adverbs: *fairly, directly*

Noun phrases: to convey the scene to the listeners e.g. *these little meandering trails, two really important organisms, little mud motorways*

Figurative language: to capture the key features of the environment e.g. *highways on the surface, food factory, seething with life, my fingers are itching*

Humour: humorous aside e.g. *can't just be coming here for a paddle*

Backchanneling: /jeə/

Timed pauses: no timed pauses in this extract, reflecting the needs of a radio broadcast

Filler: very few instances, but some examples, (e.g. /ʌ/) reflects the relative fluency of the presenter and naturalist, linked to the broadcast medium

Interrogatives: used by the presenter to access specialist knowledge e.g. *what is the food factory...?*; used by the naturalist to clarify information to the presenter and implied radio audience e.g. *can you see these...?*

Discourse markers: keeping conversation on the radio broadcast flowing e.g. *so, well, now*

Pace markers: **rall.** - to identify something of particular interest e.g. *there's the broader ones*; for emphasis e.g. *vast concentration of life*; **accel.** - excitement over natural feature e.g. *little mud motorways*

Emphatic stress: to communicate clearly key aspects of the environment e.g. *vast, seething*

Deixis: presenter and naturalist indicate aspects of environment to each other e.g. *here, there, now.*

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.

Text B

Lexical set: associated with animals e.g. *lizard, grass snake, slow worm, adder, reptiles*

Present tense: *What's your favourite snake?*

Modals: to convey general states in nature e.g. *they can grow, you can find*

Past tense: to recount interesting event *I've done this*

Proper nouns: *Forest* (for Forest of Dean)

Concrete nouns: *tongue*

Pronouns: first person singular e.g. *I've done this*

Adverbs: used for emphatic intensification to re-assure children e.g. *really*

Noun phrases: e.g. *snake fact*

Adjectives: straightforward, as befits make up of discussion group e.g. *enormous, favourite*

Humour: successful creative intervention in discussion e.g. *that's like me and my parents when they try to wake me up*

Pronunciation: young child pronunciation e.g. */fretʌnd/*

Non-fluency features: e.g. *I've seen th. one do it*

Elongated words: for further dramatic emphasis e.g. *enor:::mous*; to generate thinking time e.g. *th:::e common lizard*

Timed pauses: for dramatic effect e.g. *do you know what they do? (1) ro:::ll back round*

Interrogatives: frequently used to generate discussion e.g. *what's your favourite snake fact?, do you know what they ↗do?*

Discourse markers: thinking time e.g. *so*

Pace markers: rall. - to emphasise interesting fact e.g. *and pretend to be dead all over again*; to establish quickly they have heard fact before e.g. *pretend to be dead*;

accel. - to identify something of particular interest e.g. *roll over on their back, they can grow to an enormous length*

Pitch markers: rising intonation - conveying relief at getting to end of list e.g.

↗adder, **falling intonation** - signalling end of involvement in that part of the discussion e.g. *↘harmless*

Emphatic stress: developing strategies to engage children e.g. *favourite*

Overlap: as participants engage with interesting fact or humorous ideas e.g. *pretend to be// pretend to be dead.*

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.

Text C

- Lexical set:** associated with environmental science e.g. *data, percentage, preliminary results, scientific study*
- Present tense:** to identify a sense of 'breaking news' e.g. *we do have some preliminary results*
- Past tense:** to place the discussion in its context e.g. *was*
- Concrete nouns:** to establish key details e.g. *door, mower, gardens, grass, surfaces*
- Adjectives:** to convey aspects of the take home message arising from the survey e.g. *messy, hard, tidy, short, long*
- Possessive determiners:** emphasising ownership of survey e.g. *ou:::r scientific study*; emphasising ownership of gardens and implied responsibilities of audience e.g. *let your gardens go, under your feet*
- Pronouns:** high frequency of first-person plural, emphasising presenters as team e.g. *we do indeed*
- Intensifiers:** connoting serious aspect of survey in conservation terms e.g. *very very, really*; humorous informality e.g. *way too*
- Imperatives:** for comic effect, parodying law enforcement e.g. *STEP AWAY (.) FROM THE MOWER*
- Adjective phrases:** *way too tidy*
- Figurative language:** to add interest and sense of comic drama to survey e.g. *mission*
- Humour:** rhyming comic imperative e.g. *say **no** (1) to the **mow***
- Repetition:** structural, for rhetorical effect e.g. *we've got **Wales**...**South West**...**Scotland***
- Non-fluency features (unintentional):** as false start and self-correction e.g. *behind **beyond***
- Elongated words:** for emphasis e.g. ***TI:::DY**, **ou:::r***; in response to physically pointing to different parts of map e.g. ***he:::re***
- Filler:** e.g. */hΛm/*
- Pace markers:** **rall.** to identify a key point e.g. *a little bit **mo:::re messy***; for emphasis for key statistic e.g. ***seventy percent** of gardens*; **accel.** excitement over map/graphic/survey e.g. *now **this** is the map*
- Emphatic stress:** key scientific points e.g. ***accuracy, data***; to emphasise self-correction e.g. ***beyond***
- Latch:** as both participants emphasise the key point about the nation's gardens e.g. *too **TI:::DY** = too tidy*
- Pragmatics:** contextual assumption that viewers should want their gardens to be adapted to benefit wildlife e.g. *all these people here.*

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 4: Section A

BAND	AO1	AO2	AO3
	Apply appropriate methods of language analysis, using associated terminology and coherent written expression 20 marks	Demonstrate critical understanding of concepts and issues relevant to language use 10 marks	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning 10 marks
5	<p>17-20 marks</p> <ul style="list-style-type: none"> Sophisticated methods of analysis Confident use of a wide range of terminology (including spoken) Perceptive discussion of texts Coherent, academic style 	<p>9-10 marks</p> <ul style="list-style-type: none"> Detailed critical understanding of concepts Perceptive discussion of issues Confident and concise selection of textual support 	<p>9-10 marks</p> <ul style="list-style-type: none"> Confident analysis of a range of contextual factors Productive discussion of the construction of meaning Perceptive evaluation of effectiveness of communication
4	<p>13-16 marks</p> <ul style="list-style-type: none"> Effective methods of analysis Secure use of a range of terminology (including spoken) Thorough discussion of texts Expression generally accurate and clear 	<p>7-8 marks</p> <ul style="list-style-type: none"> Secure understanding of concepts Some intelligent discussion of issues Consistent selection of apt textual support 	<p>7-8 marks</p> <ul style="list-style-type: none"> Effective analysis of contextual factors Some insightful discussion of the construction of meaning Purposeful evaluation of effectiveness of communication
3	<p>9-12 marks</p> <ul style="list-style-type: none"> Sensible methods of analysis Generally sound use of terminology (including spoken) Competent discussion of texts Mostly accurate expression with some lapses 	<p>5-6 marks</p> <ul style="list-style-type: none"> Sound understanding of concepts Sensible discussion of issues Generally appropriate selection of textual support 	<p>5-6 marks</p> <ul style="list-style-type: none"> Sensible analysis of contextual factors Generally clear discussion of the construction of meaning Relevant evaluation of effectiveness of communication
2	<p>5-8 marks</p> <ul style="list-style-type: none"> Basic methods of analysis Using some terminology with some accuracy (including spoken) Uneven discussion of texts Straightforward expression, with technical inaccuracy 	<p>3-4 marks</p> <ul style="list-style-type: none"> Some understanding of concepts Basic discussion of issues Some points supported by textual references 	<p>3-4 marks</p> <ul style="list-style-type: none"> Some valid analysis of contextual factors Undeveloped discussion of the construction of meaning Inconsistent evaluation of effectiveness of communication
1	<p>1-4 marks</p> <ul style="list-style-type: none"> Limited methods of analysis Some grasp of basic terminology (including spoken) Undeveloped discussion of texts Errors in expression and lapses in clarity 	<p>1-2 marks</p> <ul style="list-style-type: none"> A few simple points made about concepts Limited discussion of issues Little use of textual support 	<p>1-2 marks</p> <ul style="list-style-type: none"> 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		

Section B: Creative Re-casting

	AO2	AO5
Section B	10 marks	30 marks

Using the transcripts presented in Section A as stimulus, answer the following question.

2. A national conservation charity responsible for a large number of nature reserves wants to encourage more families and young people to visit, explore and enjoy these different habitats.
- As part of their campaign, the charity is running a descriptive writing competition. They are inviting entries which will capture the excitement and beauty of the natural environment.
- Write your entry for the competition.**
- Aim to write approximately 400 words. **[40]**

This question tests the candidate's ability to use English to communicate in different ways, to demonstrate expertise in shaping, crafting and developing ideas, and to show creativity in engaging an audience. Responses should demonstrate a critical selection of language features that underpin an understanding of contextual factors, concepts and issues related to the task.

Overview

Characteristics of a successful response may include:

- form suitable for a creative response
- sophisticated sense of genre
- focused, thoughtful content e.g. techniques and effects used sensitively
- effective stylistic choices e.g. lexical choices likely to evoke beauty of nature
- clear understanding of the purpose e.g. the writing should engage readers and judges
- insightful awareness on the audience/reader's needs e.g. responds with subtlety to cues regarding families and/or young people
- linguistic choices appropriate to creative prose
- consistent control of viewpoint e.g. consistent use of first-person if this is adopted
- appropriate and relevant information e.g. should remain in domain of natural environment
- 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 e.g. understanding that the writing will be a competition entry
- effective stylistic choices
- a creative depiction of natural world
- 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
- inability to convincingly meet the requirements of the task
- awkward, inappropriate or incoherent written expression
- little focus on natural world
- issues with clarity and accuracy
- a loss of focus on creative representation
- over-reliance on stimulus material e.g. simply recounts an grass snake pretending to be dead and unable to weave this into a broader representation.

This is not a checklist. Reward other valid approaches.

Assessment Grid Unit 4: Section B

BAND	AO2 Demonstrate critical understanding of concepts and issues relevant to language use 10 marks	AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways 30 marks
5	<p>9-10 marks</p> <ul style="list-style-type: none"> Confident interpretation of the task Confident understanding of concepts and issues relevant to language use 	<p>25-30 marks</p> <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
4	<p>7-8 marks</p> <ul style="list-style-type: none"> Effective awareness of the task Secure understanding of concepts and issues relevant to language use 	<p>19-24 marks</p> <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
3	<p>5-6 marks</p> <ul style="list-style-type: none"> Sensible awareness of the task Sound understanding of concepts and issues relevant to language use 	<p>13-18 marks</p> <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
2	<p>3-4 marks</p> <ul style="list-style-type: none"> Basic awareness of the task Reasonable understanding of concepts and issues relevant to language use 	<p>7-12 marks</p> <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
1	<p>1-2 marks</p> <ul style="list-style-type: none"> Some general awareness of the task Some understanding of concepts and issues relevant to language use 	<p>1-6 marks</p> <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
0	0 marks: Response not credit-worthy	