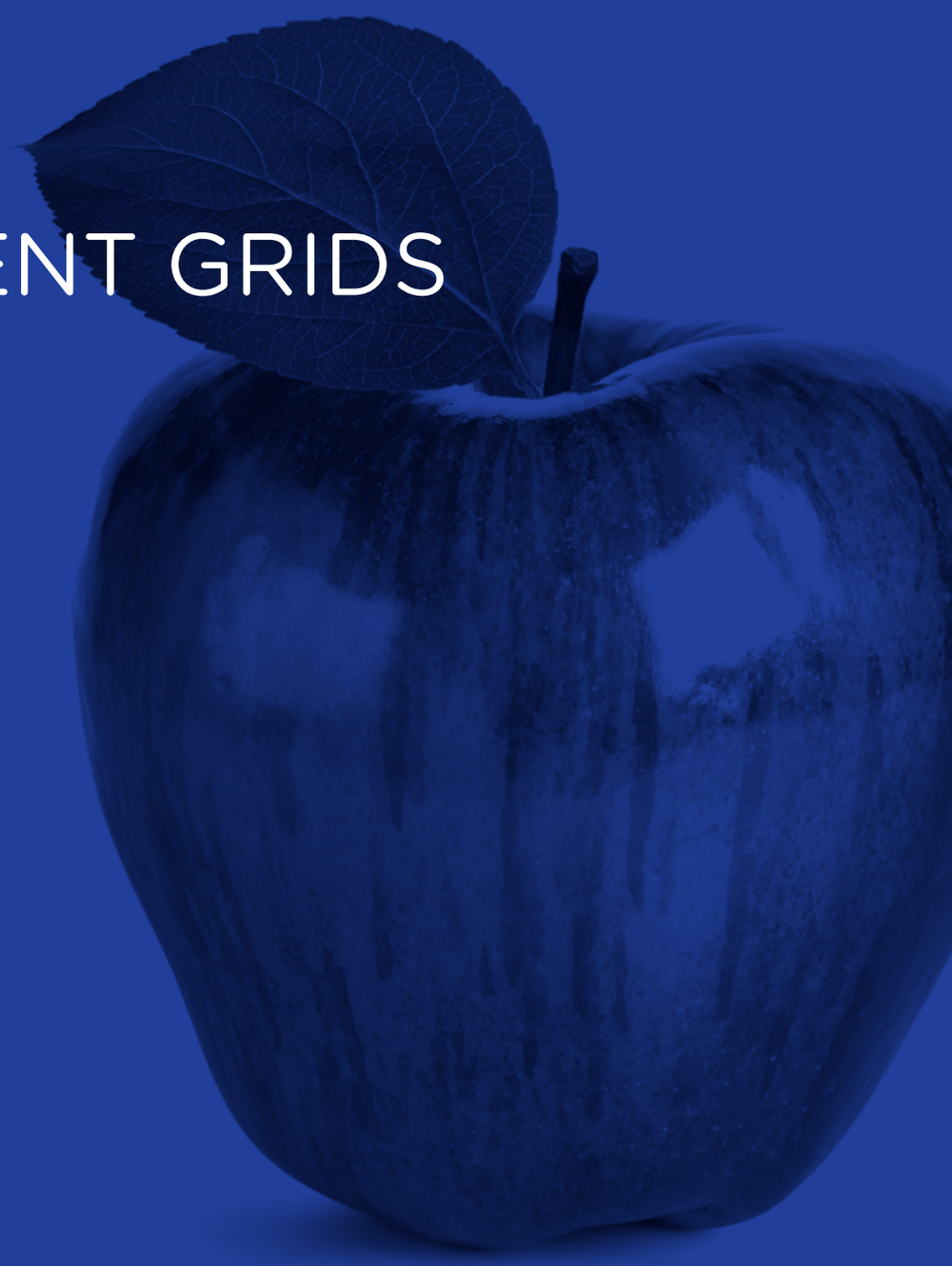
GCE A LEVEL

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WJEC Eduqas GCE A LEVEL in

# ENGLISH LANGUAGE



# ASSESSMENT GRIDS

Teaching from 2015

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## Assessment Grid: Component 1 Section A Question 1

| BAND | AO1<br>**Apply appropriate methods of language analysis, using associated terminology and coherent written expression**<br><br>**20 marks** | AO2<br>**Demonstrate critical understanding of concepts and issues relevant to language use**<br><br>**20 marks** | AO4<br>**Explore connections across texts, informed by linguistic concepts and methods**<br><br>**20 marks** |
|---|---|---|---|
| **5** | **17-20 marks**<br>• Sophisticated methods of analysis<br>• Confident use of a wide range of terminology (including spoken)<br>• Perceptive discussion of texts<br>• Coherent, academic style | **17-20 marks**<br>• Detailed critical understanding of concepts (e.g. genre: radio news)<br>• Perceptive discussion of issues (e.g. social status, prestige forms)<br>• Confident and concise selection of textual support | **17-20 marks**<br>• Insightful connections established between texts<br>• Sophisticated overview<br>• Effective use of linguistic knowledge |
| **4** | **13-16 marks**<br>• Effective methods of analysis<br>• Secure use of a range of terminology (including spoken)<br>• Thorough discussion of texts<br>• Expression generally accurate and clear | **13-16 marks**<br>• Secure understanding of concepts (e.g. genre: radio news)<br>• Some intelligent discussion of issues (e.g. social status, prestige forms)<br>• Consistent selection of apt textual support | **13-16 marks**<br>• Purposeful connections established between texts<br>• Detailed overview<br>• Relevant use of linguistic knowledge |
| **3** | **9-12 marks**<br>• Sensible methods of analysis<br>• Generally sound use of terminology (including spoken)<br>• Competent discussion of texts<br>• Mostly accurate expression with some lapses | **9-12 marks**<br>• Sound understanding of concepts (e.g. genre: radio news)<br>• Sensible discussion of issues (e.g. social status, gender)<br>• Generally appropriate selection of textual support | **9-12 marks**<br>• Sensible connections established between texts<br>• Competent overview<br>• Generally sound use of linguistic knowledge |
| **2** | **5-8 marks**<br>• Basic methods of analysis<br>• Using some terminology with some accuracy (including spoken)<br>• Uneven discussion of texts<br>• Straightforward expression, with technical inaccuracy | **5-8 marks**<br>• Some understanding of concepts (e.g. genre: radio news)<br>• Basic discussion of issues (e.g. social status)<br>• Some points supported by textual references | **5-8 marks**<br>• Makes some basic connections between texts<br>• Rather a broad overview<br>• Some valid use of linguistic knowledge |
| **1** | **1-4 marks**<br>• Limited methods of analysis<br>• Some grasp of basic terminology (including spoken)<br>• Undeveloped discussion of texts<br>• Errors in expression and lapses in clarity | **1-4 marks**<br>• A few simple points made about concepts (e.g. genre: radio news)<br>• Limited discussion of issues (e.g. social status)<br>• Little use of textual support | **1-4 marks**<br>• Limited connections between texts<br>• Vague overview<br>• Undeveloped use of linguistic knowledge with errors |
| **0** | **0 marks:** Response not credit worthy or not attempted | | |

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**Assessment Grid: Component 1 Section B–Questions2-4**

| BAND | AO1<br>**Apply appropriate methods of language analysis, using associated terminology and coherent written expression**<br>**20 marks** | AO2<br>**Demonstrate critical understanding of concepts and issues relevant to language us**<br>**20 marks** | AO3<br>**Analyse and evaluate how contextual factors and language features are associated with the construction of meaning**<br>**20 marks** |
|---|---|---|---|
| **5** | **17-20 marks**<br>• Sophisticated methods of analysis<br>• Confident use of a wide range of terminology<br>• Perceptive discussion of topic<br>• Coherent, academic style | **17-20 marks**<br>• Detailed critical understanding of concepts (e.g. stages of language acquisition, turn-taking, modality)<br>• Perceptive discussion of issues (e.g. identity, status, gender)<br>• Confident and concise selection of supporting examples | **17-20 marks**<br>• Confident analysis and evaluation of a range of contextual factors<br>• Productive discussion of the construction of meaning<br>• Perceptive evaluation of effectiveness of communication |
| **4** | **13-16 marks**<br>• Effective methods of analysis<br>• Secure use of a range of terminology<br>• Thorough discussion of topic<br>• Expression generally accurate and clear | **13-16 marks**<br>• Secure understanding of concepts (e.g. stages of language acquisition, turn-taking, modality)<br>• Some intelligent discussion of issues (e.g. identity, status, gender)<br>• Consistent selection of apt supporting examples | **13-16 marks**<br>• Effective analysis and evaluation of contextual factors<br>• Some insightful discussion of the construction of meaning<br>• Purposeful evaluation of effectiveness of communication |
| **3** | **9-12 marks**<br>• Sensible methods of analysis<br>• Generally sound use of terminology<br>• Competent discussion of topic<br>• Mostly accurate expression with some lapses | **9-12 marks**<br>• Sound understanding of concepts (e.g. stages of language acquisition, turn-taking, modality)<br>• Sensible discussion of issues (e.g. identity, status, gender)<br>• Generally appropriate selection of supporting examples | **9-12 marks**<br>• Sensible analysis and evaluation of contextual factors<br>• Generally clear discussion of the construction of meaning<br>• Relevant evaluation of effectiveness of communication |
| **2** | **5-8 marks**<br>• Basic methods of analysis<br>• Using some terminology with some accuracy<br>• Uneven discussion of topic<br>• Straightforward expression, with technical inaccuracy | **5-8 marks**<br>• Some understanding of concepts (e.g. stages of language acquisition, turn-taking)<br>• Basic discussion of issues (e.g. status, gender)<br>• Some points supported by examples | **5-8 marks**<br>• Some valid analysis of contextual factors<br>• Undeveloped discussion of the construction of meaning<br>• Inconsistent evaluation of effectiveness of communication |
| **1** | **1-4 marks**<br>• Limited methods of analysis<br>• Some grasp of basic terminology<br>• Undeveloped discussion of topic<br>• Errors in expression and lapses in clarity | **1-4 marks**<br>• A few simple points made about concepts (e.g. stages of language acquisition, turn-taking)<br>• Limited discussion of issues (e.g.status, gender)<br>• Few examples cited | **1-4 marks**<br>• Some basic awareness of context<br>• Little sense of how meaning is constructed<br>• Limited evaluation of effectiveness of communication |
| **0** | **0 marks:** Response not credit worthy or not attempted | | |

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**Assessment Grid: Component 2 Section A Question 2**

| BAND | AO2<br>Demonstrate critical understanding of concepts and issues relevant to language use<br><br>20 marks | AO3<br>Analyse and evaluate how contextual factors and language features are associated with the construction of meaning<br>20 marks | AO4<br>Explore connections across texts, informed by linguistic concepts and methods.<br><br>20 marks |
|---|---|---|---|
| 5 | **17-20 marks**<br>• Detailed critical understanding of concepts (e.g. genre)<br>• Perceptive discussion of issues (e.g. social attitudes)<br>• Confident and concise selection of textual support | **17-20 marks**<br>• Confident analysis of contextual factors<br>• Productive discussion of the construction of meaning<br>• Perceptive evaluation | **17-20 marks**<br>• Insightful connections established between texts<br>• Sophisticated overview<br>• Effective use of linguistic knowledge |
| 4 | **13-16 marks**<br>• Secure understanding of concepts (e.g. genre)<br>• Some intelligent discussion of issues (e.g. social attitudes)<br>• Consistent selection of apt textual support | **13-16 marks**<br>• Effective analysis of contextual factors<br>• Some insightful discussion of the construction of meaning<br>• Purposeful evaluation | **13-16 marks**<br>• Purposeful connections established between texts<br>• Detailed overview<br>• Relevant use of linguistic knowledge |
| 3 | **9-12 marks**<br>• Sound understanding of concepts (e.g. genre)<br>• Sensible discussion of issues (e.g. social attitudes)<br>• Generally appropriate selection of textual support | **9-12 marks**<br>• Sensible analysis of contextual factors<br>• Generally clear discussion of the construction of meaning<br>• Relevant evaluation | **9-12 marks**<br>• Sensible connections established between texts<br>• Competent overview<br>• Generally sound use of linguistic knowledge |
| 2 | **5-8 marks**<br>• Some understanding of concepts (e.g. genre)<br>• Basic discussion of issues (e.g. social attitudes)<br>• Some points supported by textual references | **5-8 marks**<br>• Some valid analysis of contextual factors<br>• Undeveloped discussion of the construction of meaning<br>• Inconsistent evaluation | **5-8 marks**<br>• Makes some basic connections between texts<br>• Rather a broad overview<br>• Some valid use of linguistic knowledge |
| 1 | **1-4 marks**<br>• A few simple points made about concepts (e.g. genre)<br>• Limited discussion of issues (e.g. social attitudes)<br>• Little use of textual support | **1-4 marks**<br>• Some basic awareness of context<br>• Little sense of how meaning is constructed<br>• Limited evaluation | **1-4 marks**<br>• Limited connections between texts<br>• Vague overview<br>• Undeveloped use of linguistic knowledge with errors |
| **0 marks: Response not worthy of credit or not attempted** | | | |

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## Assessment Grid: Component 2 Section B Question 3

| BAND | AO1<br>**Apply appropriate methods of language analysis, using associated terminology and coherent written expression**<br><br>**10 marks** | AO2<br>**Demonstrate critical understanding of concepts and issues relevant to language use**<br><br>**10 marks** | AO3<br>**Analyse and evaluate how contextual factors and language features are associated with the construction of meaning**<br><br>**20 marks** |
|---|---|---|---|
| **5** | **9-10 marks**<br>• Confident use of a wide range of terminology linked to analysis of mobile phone texts<br>• Coherent, academic style | **9-10 marks**<br>• Detailed critical understanding of concepts (e.g. medium, genre) and issues (e.g. colloquialisation)<br>• Confident and concise selection of textual support/other examples | **17-20 marks**<br>• Confident analysis of a range of contextual factors<br>• Productive discussion of the construction of meaning<br>• Perceptive evaluation of effectiveness of communication |
| **4** | **7-8 marks**<br>• Secure use of a range of terminology linked to analysis of mobile phone texts<br>• Expression generally accurate and clear | **7-8 marks**<br>• Secure understanding of concepts (e.g. medium, genre) and issues (e.g. colloquialisation)<br>• Consistent selection of apt textual support/other examples | **13-16 marks**<br>• Effective analysis of contextual factors<br>• Some insightful discussion of the construction of meaning<br>• Purposeful evaluation of effectiveness of communication |
| **3** | **5-6 marks**<br>• Generally sound use of terminology linked to analysis of mobile phone texts<br>• Mostly accurate expression with some lapses | **5-6 marks**<br>• Sound understanding of concepts (e.g. medium, genre) and issues (e.g. colloquialisation)<br>• Generally appropriate selection of textual support/other examples | **9-12 marks**<br>• Sensible analysis of contextual factors<br>• Generally clear discussion of the construction of meaning<br>• Relevant evaluation of effectiveness of communication |
| **2** | **3-4 marks**<br>• Using some terminology with some accuracy linked to analysis of mobile phone texts<br>• Straightforward expression, with technical inaccuracy | **3-4 marks**<br>• Some understanding of concepts (e.g. medium, genre) and issues (e.g. use of colloquial language)<br>• Some points supported by textual references/other examples | **5-8 marks**<br>• Some valid analysis of contextual factors<br>• Undeveloped discussion of the construction of meaning<br>• Inconsistent evaluation of effectiveness of communication |
| **1** | **1-2 marks**<br>• Some grasp of basic terminology<br>• Errors in expression and lapses in clarity | **1-2 marks**<br>• A few simple points made about concepts (e.g. medium, genre) and issues (e.g. use of colloquial language)<br>• Little use of textual support/other examples | **1-4 marks**<br>• Some basic awareness of context<br>• Little sense of how meaning is constructed<br>• Limited evaluation of effectiveness of communication |
| **0** | **0 marks:** Response not credit worthy or not attempted | | |

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

| BAND | AO5<br>Demonstrate expertise and creativity in the use of English to communicate in different ways<br>30 marks each | Guidance |
|---|---|---|
| **5** | **25-30 marks**<br>• Sophisticated and appropriate expression<br>• Confident and conscious linguistic/stylistic choices<br>• Highly original with real flair<br>• Form and content skilfully linked to genre/purpose | **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.<br>**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.<br>**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. |
| **4** | **19-24 marks**<br>• Fluent and controlled expression<br>• Purposeful linguistic/stylistic choices<br>• Original and engaging<br>• Form and content effectively linked to genre/purpose | **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.<br>**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<br>**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. |
| **3** | **13-18 marks**<br>• Accurate and sound expression<br>• Competent linguistic/stylistic choices<br>• Some originality and clear attempt to engage<br>• Form and content sensibly linked to genre/purpose | **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.<br>**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<br>**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 a some attempt to engage. |
| **2** | **7-12 marks**<br>• Some inconsistency/inaccuracy and expression is rather basic<br>• Evidence of some straightforward linguistic/stylistic choices<br>• Some awareness of audience<br>• Some attempt to match form and content to genre/purpose | **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.<br>**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.<br>**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. |
| **1** | **1-6 marks**<br>• Frequent lapses and errors in expression<br>• Insufficient awareness of linguistic/stylistic choices<br>• Little sense of audience<br>Limited attempt to link form and content to genre/purpose | **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.<br>**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.<br>**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. |
| **0** | 0 marks: response not credit worthy or not attempted | |

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

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

Approaches should include reflection on:

- the use of language and stylistic choices
- the distinctive contextual factors (e.g. genre, audience, purpose)
- how far the intended effects were achieved.

| BAND | AO3<br>Analyse and evaluate how contextual factors and language features are associated with the construction of meaning<br>Part (c)<br>20 marks |
|---|---|
| 5 | **17-20 marks**<br>• Confident analysis of a range of contextual factors<br>• Productive discussion of the construction of meaning<br>• Perceptive evaluation of the effectiveness of communication |
| 4 | **13-16 marks**<br>• Effective analysis of contextual factors<br>• Some insightful discussion of the construction of meaning<br>• Purposeful evaluation of the effectiveness of communication |
| 3 | **9-12 marks**<br>• Sensible analysis of contextual factors<br>• Generally clear discussion of the construction of meaning<br>• Relevant evaluation of the effectiveness of communication |
| 2 | **5-8 marks**<br>• Some valid analysis of contextual factors<br>• Undeveloped discussion of the construction of meaning<br>• Inconsistent evaluation of the effectiveness of communication |
| 1 | **1-4 marks**<br>• Some general awareness of context<br>• Little sense of how meaning is constructed<br>• Limited evaluation of the effectiveness of communication |
| **0 marks**:<br>Response not credit worthy or not attempted | |

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**A level English Language**
**Allocation of examination component marks by assessment objective**

| Component | Section marks | AO1 marks | AO2 marks | AO3 marks | AO4 marks | AO5 marks |
|---|---|---|---|---|---|---|
| Component 1: Language Concepts and Issues | A (60) Analysis of spoken language | 20 | 20 | - | 20 | - |
| | B (60) Language Issues | 20 | 20 | 20 | - | - |
| Component 2: Language Change Over Time | A (80) Language Change Over Time | 20 | 20 | 20 | 20 | - |
| | B (40) English in 21st Century | 10 | 10 | 20 | - | - |
| Component 3: Creative and Critical Use of Language | Written Task (a) | - | - | - | - | 30 |
| | Written Task (b) | - | - | - | - | 30 |
| | Analysis | - | - | 20 | - | |
| **Total** | **320** | **70** | **70** | **80** | **40** | **60** |

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Appendix A: Assessment grid for Component 4: Language and Identity

| BAND | AO1<br>**Apply appropriate methods of language analysis, using associated terminology and coherent written expression** | | |
|---|---|---|---|
| | Apply appropriate methods of language analysis<br>**20 marks** | Use associated terminology<br>**10 marks** | Use coherent written expression<br>**10 marks** |
| **5** | **17-20 marks**<br>• Sophisticated knowledge and methods of analysis<br>• Perceptive interpretation of topic | **9-10 marks**<br>• Confident, precise use of a wide range of terminology | **9-10 marks**<br>• Coherent, academic style; sophisticated organisation |
| **4** | **13 -16 marks**<br>• Effective knowledge and methods of analysis<br>• Secure interpretation of topic | **7-8 marks**<br>• Sustained, apt use of a range of terminology | **7-8 marks**<br>• Expression accurate and generally fluent; effective organisation |
| **3** | **9 -12 marks**<br>• Competent knowledge and methods of analysis<br>• Sensible interpretation of topic | **5-6 marks**<br>• Generally sound use of terminology | **5-6 marks**<br>• Mostly accurate, controlled expression; logical organisation |
| **2** | **5-9 marks**<br>• Basic knowledge and methods of analysis<br>• Uneven discussion of topic | **3-4 marks**<br>• Using some terminology with some accuracy | **3-4 marks**<br>• Straightforward expression; some technical inaccuracy; adequate organisation |
| **1** | **1-4 marks**<br>• Limited knowledge and methods of analysis<br>• Undeveloped discussion of topic | **1-2 marks**<br>• Some grasp of basic terminology | **1-2 marks**<br>• Errors in expression; lapses in clarity; difficulties organising material |
| **0** | **0 marks**: response not credit worthy or not attempted | | |

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| BAND | AO2<br>Demonstrate critical understanding of language concepts and issues relevant to language use<br><br>20 marks | AO3<br>Analyse and evaluate how contextual factors and language features are associated with the construction of meaning<br>20 marks |
|---|---|---|
| **5** | **17-20 marks**<br>• Detailed critical understanding of concepts linked to chosen study<br>• Perceptive exploration of relevant issues<br>• Confident and concise selection of supporting examples | **17-20 marks**<br>• Confident understanding of contextual factors<br>• Intelligent discussion of the construction of meaning<br>• Perceptive overview and assured evaluation |
| **4** | **13-16 marks**<br>• Secure understanding of concepts linked to chosen study<br>• Some intelligent discussion of relevant issues<br>• Consistent selection of apt supporting examples | **13-16 marks**<br>• Effective understanding of contextual factors<br>• Some insightful discussion of the construction of meaning<br>• Focused overview and detailed evaluation |
| **3** | **9-12 marks**<br>• Sound understanding of concepts linked to chosen study<br>• Sensible discussion of relevant issues<br>• Generally appropriate selection of supporting examples | **9-12 marks**<br>• Sensible understanding of contextual factors<br>• Generally clear discussion of the construction of meaning<br>• Relevant overview and competent evaluation |
| **2** | **5-8 marks**<br>• Some understanding of concepts linked to chosen study<br>• Straightforward discussion of relevant issues<br>• Some points supported by examples | **5-8 marks**<br>• Some valid understanding of contextual factors<br>• Undeveloped discussion of the construction of meaning<br>• Inconsistent overview and some generalised evaluation |
| **1** | **1-4 marks**<br>• A few simple points made about concepts linked to chosen study<br>• Limited discussion of relevant issues<br>• Few examples cited | **1-4 marks**<br>• Some awareness of context<br>• Little sense of how meaning is constructed<br>• Limited overview and evaluation |
| **0** | **0 marks:** Response not credit worthy or not attempted | |

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