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# **GCE MARKING SCHEME**

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**SUMMER 2016**

**ENGLISH LANGUAGE - LG1 (LEGACY)  
1151/01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 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.

## AS LEVEL

<p style="text-align: center;"><b>MARKING GUIDELINES: Summer 2016</b></p> <p style="text-align: center;"><b>ENGLISH LANGUAGE</b></p> <p style="text-align: center;"><b>LG1: Introduction to the Language of Texts</b></p>
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### Unit-specific Guidance

In this unit, candidates are required to answer two sections. Section A is to be marked out of **40 marks**, and Section B out of **20 marks**, making a maximum possible total of **60 marks** for this unit.

#### Relevant assessment objectives

There are three assessment objectives that apply to both sections of this paper.

- AO1:** Select and apply a range of linguistic methods, to communicate relevant knowledge  
using appropriate terminology and coherent, accurate written expression.
- AO2:** Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge and linguistic approaches.
- AO3:** Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.

**AO1 accounts for half** the assessment in both Section A and Section B, but the weighting of the other two AOs varies, and is explained below in the relevant section.

<b>SECTION A: THE LANGUAGE OF TEXTS</b>
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The ratio of the three AOs for Section A in terms of weightings is:

**AO1: 4;**      **AO2: 1;**      **AO3: 3.**  
(20 marks)    (5 marks)      (15 marks)

It can thus be seen that AO1 accounts for half the assessment in this section, while AO3 has three times the weighting of AO2.

This section will be marked out of **40 marks**.

#### Reminder

In making judgements, look carefully at the Notes and Overview which follow, and the Assessment Grid which appears at the end of this Section.

## SECTION A: NEWS ARTICLES ON SCOTTISH REFERENDUM

### General points

Candidates are asked to analyse two texts related to the Scottish independence referendum of 2014. The major focus is on the use of language, especially how language is used to convey the writers' perceptions of the personal, social and political consequences of the result. It is important not to over-mark answers that do not have a linguistic focus, and which do not fulfil the objectives above.

There is no shortage of features to write about, and the Notes which follow are by no means exhaustive. Candidates are not expected to make all these points in the time available, but the best answers will cover a wide range. **They should not indulge in mere feature spotting**, and it is important to look for a sound organisation of the answers and of the linguistic points within them. It is also important to have an open mind in marking the answers and to be prepared to accept other points, provided that they can be supported from the text(s).

### Notes

There are separate notes for each text, indicating **possible points** that candidates might make. Clearly there is some overlap and repetition of features, but the notes have been set out in this way as most candidates will consider each text in turn. Some answers, however, may well be organised under headings. **There should be some attempt to look at some similarities and/or differences.** Judge each answer on its merits.

These notes are by no means exhaustive, and often only a few examples are given of a feature when there are many more in the text. Candidates are expected to consider the effect of these features, not just to note them. **Accept any other points that are relevant and clearly illustrated.**

### Notes

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## TEXT A

### Overview

This is a formal text that seeks to analyse the potential wider social and political consequences for the future direction of the United Kingdom of the 2014 Scottish referendum result. The overwhelming tone is one of relief that the union remains intact, but tinged with uncertainty about what that union will now have to accomplish in order to heal the scars of division laid bare by the campaign and the vote. The text includes the opinions of those in the political class who aver that the result reflects that the will of the Scottish people was decisively, if narrowly, in favour of the union continuing. Nevertheless, the writer makes it clear that British society is polarised, as a significant number of Scottish voters cast their votes in favour of separating from the United Kingdom, whilst the rest of Britain could only watch helplessly from the sidelines.

### Features of interest

**Complement:** *(the kingdom is) still united*

**Adverbs:** *uneasily, assuredly*

**Abstract nouns:** *joy, triumphalism, divisions, delirium, relief, foreboding, stridency*

**Superlative:** *biggest (constitutional crisis)*

**Parallel patterns:** *no disputes, no re-runs; graciousness in defeat, magnanimity in victory; no cries of joy, no triumphalism*

**Modal verbs:** *shall remain; could only look on; will respect*

**Pre-modified noun phrases:** *deep uncertainty; strong feelings; contrasting emotions;*

*robust democratic tradition...; enduring love (of Scotland); atavistic tribalism; naked hatred*

**Figurative language:** *the brink of a divided kingdom; not be easy to heal; threads that unite us...woven; neck and neck; the union which has held fast*

**Personification:** *Britain has been spared the anguish of pain and separation, the tortuous unravelling of all the threads that unite us*

**Adverbials of place:** *in Scotland and elsewhere*

**Adverbials of time:** *now*

**Parenthetical structures:** *91 per cent of the population; administrative, military, cultural, commercial, charitable (also an **asyndetic list**); denied a vote*

**Simple sentences:** *The kingdom remains united.; So we shall remain united after all.*

**Minor sentence:** *But uneasily so.*

**Syndetic lists:** *family, friends and neighbours; large areas of Scotland, across the rest of Britain and particularly the environs of Westminster*

**Fronted conjunctions:** *But I have no doubt; And what of the 41.4 million...*

**Repetition:** *But uneasily so...But uneasily so; settled for a generation...the settled will of the Scottish people*

**Enumeration:** *55.3 per cent; 44.7 per cent; 1.6 million Scots*

**Inclusive pronouns, first person plural:** *we, us*

## TEXT B

### Overview

This text presents a personal disappointment suffered by the author's daughter, who had campaigned vigorously in favour of Scotland seceding from the Union. Unlike Text A, the perspective is the personal one of a father helpless to console his heartbroken daughter. The text establishes the generational gap that has opened up between Scotland's young voters, who were galvanised with optimistic thoughts of a confident, independent nation, and the older voters whose instinctive conservatism prompted them to vote to remain part of the United Kingdom. Despite the daughter's overwhelming disappointment at the outcome, the text ends with her voicing her certainty that future generations will succeed where her generation failed.

#### Features of interest:

**Hypophora:** *How can you console... You can't*

**Parallel patterns:** *how do you tell...; How do you tell...*

**Complement:** *inconsolable*

**Parenthetical structure:** *heartbroken by defeat*

**Figurative language:** *elusive grail of independence; early graves; sustained assault; different rhythm; torrent of anger and frustration; hanging their heads in shame; conceived and born*

**Patterning of abstract nouns:** *verve, excitement and drama; recrimination and deceit*

**Abstract noun phrases:** *sense of verve; sense of unbounded optimism*

**Compounding:** *we-can-achieve-anything* (used as a **noun**); *end-of-life* (used as a **pre-modifier**)

**Fronted conjunction:** *But I was proud of the campaign; And soon the words are tumbling out...*

**Personification:** *The world must be laughing at us*

**Scottish dialect in extended pre-modified noun phrase which features register**

**fluctuation:** *miserable and hapless and perfidious wee sod*

**Colloquialism:** *gutted; OAP*

**Syndetic lists:** *marriage and children and family and faith; miserable and hapless and perfidious*

**Pronouns:** inclusive **first person plural** *us, we*; and **first person singular** *I*

**Pragmatic reference:** *Margaret Thatcher*

**Alliteration:** *words are tumbling out in a torrent of anger and frustration*

**Rhetorical question:** *Was the real significance of what has unfolded...?; I mean, why would you do that?*

**Simple sentence:** *I just can't believe it.*

**Spoken voice:** *I mean; So (line 1); Sure*

**Simile:** *like a gift for my children and grandchildren*

Band	Marks	<p style="text-align: center;"><b>AO1</b></p> <p>Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.</p> <p><b>Weighting: 20 marks</b></p>	<p style="text-align: center;"><b>AO2</b></p> <p>Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.</p> <p><b>Weighting: 5 marks</b></p>	<p style="text-align: center;"><b>AO3</b></p> <p>Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.</p> <p><b>Weighting: 15 marks</b></p>
1	0-10	Attempts to communicate some limited knowledge with limited use of terminology, which is often misunderstood. Written expression has frequent lapses of clarity and accuracy, more apparent at the bottom of the band. Weak structure and organisation.	Limited understanding of concepts and issues, but attempts to analyse and discuss may be confused and lacking in clarity, particularly towards the bottom of the band. Some limited knowledge of linguistic approaches, with some attempt to offer support at the top of the band.	Shows limited awareness of contextual factors, with limited ability to evaluate language in use. Some limited understanding and knowledge of key constituents of language, more limited towards the bottom of the band.
2	11-20	Basic knowledge, becoming more adequate towards the top of the band but often sketchy at the bottom. An ability to use some linguistic terms, though often inaccurately especially at the bottom of the band. Adequate expression, but with some inaccuracy and inconsistency. Sense of structure and organization towards the top of the band.	Shows a basic understanding of concepts and issues, but may be inconsistent, especially towards the bottom of the band. Simple discussion and explanation offered in places, with varying degrees of support. Identifies some features of linguistic variation, but knowledge of linguistic approaches more secure towards the top of the band.	Attempting to analyse and evaluate contextual factors, but inconsistent, particularly towards the bottom of the band. Reasonable attempt at evaluating language in use towards the top of the band. Tendency to generalise and merely observe, more marked towards the bottom. Shows some knowledge of the key constituents of language.
3	21-30	Mostly sound knowledge and use of terminology, becoming secure and competent at top of band. Sound expression, generally clear and accurate, becoming well controlled at top of band. An increasingly shaped and organized response.	A sound critical understanding of concepts and issues, and increasingly sound analysis towards the top of the band. Sensible discussion and support offered in places, less evident towards the bottom of the band. Competent exploration of linguistic features. Sound knowledge of linguistic approaches.	Shows a sound awareness of, and increasing ability to analyse, the influence of contextual factors. Able to describe features and to interpret and evaluate competently language in use. Shows overview of texts, more effectively towards the top of the band. Increasingly competent range of linguistic knowledge.
4	31-40	Thorough and assured knowledge, applied with confidence. Accurate and frequent use of terminology. An assured command of coherent and accurate expression. Well-structured response.	A high level of critical understanding of concepts and issues, and an ability to explore them at a high level of interest. Confident knowledge of linguistic approaches, with particularly strong support at the top of the band.	Able to analyse and evaluate contextual factors at a high level, with clear overview and interpretation of language in use becoming sophisticated at the top of the band. Concise, apt illustration. Confident demonstration of knowledge of key constituents of language.

<b>SECTION B: LANGUAGE FOCUS RESTAURANT REVIEW</b>
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The ratio of the three AOs for Section B in terms of weighting is:

<b>AO1: 2;</b> (10 marks)	<b>AO2: 1;</b> (5 Marks)	<b>AO3: 1.</b> (5 marks)
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It can thus be seen that AO1 accounts for half the assessment in this section, while AO2 and AO3 have equal weightings.

This section will be marked out of **20** marks.

**Reminder:**

In making judgements, look carefully at the Notes and Overview which follow, and the Assessment Grid which appears at the end of this Section

**General Points**

Section B differs from A in that there is a **more clearly defined focus**, in this case on **the writer's attitude to 'The Star Inn The City' restaurant**. Candidates are expected to concentrate on analysis of the linguistic features of the text that are relevant to the defined focus. It is important not to over-mark answers that do not have a linguistic focus, and which do not fulfil the objectives above.

There are plenty of features to analyse, and the Notes are by no means exhaustive. The best answers will cover a wide range of points, but will still be selective of features. They should not indulge in mere feature spotting, and it is important to look for a sound organisation of the answers and of the linguistic points within them. It is also important to have an open mind in marking the answers and to be prepared to accept other points, provided that they can be supported from the text. There could be a variety of views expressed about the attitudes that are conveyed; be tolerant of differing interpretations, provided that they are based on the use of language, and can be supported from the text.

## Notes

Candidates are required to consider how the writer's opinions of 'The Star Inn The City' restaurant are conveyed, not just to note the features. Look for intelligent and interesting discussion, but be tolerant, and credit any valid points that emerge from their analysis of the language.

The notes below indicate **possible points** that candidates might make. **Do not use this as a check list**, however, as in the time available candidates will have to select what they see as the most significant features - they cannot possibly cover all the features identified here. Some examples are given, but there are many more in the text. **Accept any other points that are relevant and clearly illustrated.**

**Pre-modified noun phrases:** *Annoying wordplay; stupid conceits; an intensely irritating place; stupid ideas*

**Puns:** *Star Inn The City; Good Game, Good Game!; I won't call the woof a bit of a dog*

**Dynamic verbs:** *flinch and rock to and fro*

**Sarcastic pragmatic references:** *calling for Nursie; Bruce Forsyth; Brewers Fayre*

**Irony in a complex sentence:** *I feel I should apologise to the restaurant...*

**Spoken voice/colloquialism:** *'cos it's a Yorkshire restaurant, right?; Geddit?; Yeah, I know*

**Fronted conjunctions:** *And in Yorkshire...; Or were they...? And once you've had...?*

**Minor sentences:** *Always and forever.*

**Figurative language:** *reach for greatness and trip over; a culinary guiding light; a bit of a black hole*

**Phrasal verb:** *gussy up*

**Collocation:** *fish and chips*

**Simple sentences:** *This is dense and heavy; They were declined.*

**Cliché:** *in Yorkshire everything with a pulse wears a flat cap*

**Syndetic lists:** *Wensleydale cheese, chestnuts and kale*

**Lexical field of gastronomy:** *truffle oil; demi-glace; duck egg sauce gribiche; veal stock; berry compôte*

**Superlative:** *biggest (letdown)*

**Parenthetical structure:** *(Note to kitchens...)*

**Complements:** *(Service is) fine; (You have to be) playful.*

**Triplet:** *The filling is too dense, the hit of citrus overwhelming, the pastry undercooked at its heart*

**Personification:** *dessert truly saves honour*

The review is openly and self-consciously scathing about the restaurant, its overall concept and its food. The writer is intensely irritated by the cliché-ridden presentation and sub-standard cooking; in particular, Rayner revolts at what he perceives as crude attempts at wit, and finds the cooking unimaginative and underwhelming. The only saving grace in his opinion is the dessert, yet this course has its work cut out to rescue the overall impression of the experience from the clutches of gastronomical disaster.

**AS ENGLISH LANGUAGE**

**LG1 Section B Assessment Grid**

<b>Band</b>	<b>Marks</b>	<p align="center"><b>AO1</b>  <b>Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.</b></p> <p><b>Weighting: 10 marks</b></p>	<p align="center"><b>AO2</b>  <b>Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.</b></p> <p><b>Weighting: 5 marks</b></p>	<p align="center"><b>AO3</b>  <b>Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.</b></p> <p><b>Weighting: 5 marks</b></p>
1	0-5	Attempts to communicate some limited knowledge with limited use of terminology, which is often misunderstood. Written expression has frequent lapses of clarity and accuracy, more apparent at the bottom of the band. Weak structure and organisation.	Limited understanding of concepts and issues, but attempts to analyse and discuss may be confused and lacking in clarity, particularly towards the bottom of the band. Some limited knowledge of linguistic approaches, with some attempt to offer support at the top of the band.	Shows limited awareness of contextual factors, with limited ability to evaluate language in use. Some limited understanding and knowledge of key constituents of language, more limited towards the bottom of the band.
2	6-10	Basic knowledge, becoming more adequate towards the top of the band but often sketchy at the bottom. An ability to use some linguistic terms, though often inaccurately especially at the bottom of the band. Adequate expression, but with some inaccuracy and inconsistency. Sense of structure and organization towards the top of the band.	Shows a basic understanding of concepts and issues, but may be inconsistent, especially towards the bottom of the band. Simple discussion and explanation offered in places, with varying degrees of support. Identifies some features of linguistic variation, but knowledge of linguistic approaches more secure towards the top of the band.	Attempting to analyse and evaluate contextual factors, but inconsistent, particularly towards the bottom of the band. Reasonable attempt at evaluating language in use towards the top of the band. Tendency to generalise and merely observe, more marked towards the bottom. Shows some knowledge of the key constituents of language.
3	11-15	Mostly sound knowledge and use of terminology, becoming secure and competent at top of band. Sound expression, generally clear and accurate, becoming well controlled at top of band. An increasingly shaped and organized response.	A sound critical understanding of concepts and issues, and increasingly sound analysis towards the top of the band. Sensible discussion and support offered in places, less evident towards the bottom of the band. Competent exploration of linguistic features. Sound knowledge of linguistic approaches.	Shows a sound awareness of, and increasing ability to analyse, the influence of contextual factors. Able to describe features and to interpret and evaluate competently language in use. Shows overview of texts, more effectively towards the top of the band. Increasingly competent range of linguistic knowledge.
4	16-20	Thorough and assured knowledge, applied with confidence. Accurate and frequent use of terminology. An assured command of coherent and accurate expression. Well-structured response.	A high level of critical understanding of concepts and issues, and an ability to explore them at a high level of interest. Confident knowledge of linguistic approaches, with particularly strong support at the top of the band.	Able to analyse and evaluate contextual factors at a high level, with clear overview and interpretation of language in use becoming sophisticated at the top of the band. Concise, apt illustration. Confident demonstration of knowledge of key constituents of language.