

# A-LEVEL CREATIVE WRITING

CREW1 Writing on Demand  
Mark scheme

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2750  
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Version/Stage: v1.0 Final

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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](http://aqa.org.uk)

## UNIT 1: WRITING ON DEMAND

### MARK SCHEME (SPECIMEN)

#### Aims

When you are marking scripts your aim should be:

1. to identify and reward the achievements of candidates
2. to ensure comparability of assessment for all candidates, regardless of question or examiner.

#### Approach

It is important to be **open-minded** and **positive** when marking scripts. Please bear in mind that scripts can be returned to centres and that all comments should be formal.

A specification of this type must recognise the variety of experiences and knowledge that candidates bring to the examination. The questions have been designed to provide opportunities for candidates to demonstrate their skills in writing creatively to a brief. It is important to assess the **quality of what the student offers**.

#### The Marking Grids

The specification has generic marking grids for each Assessment Objective which are customised for individual tasks. These have been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands.

Within each Assessment Objective there are bands representing different levels of achievement.

Do not think of bands equalling grade boundaries. Depending on the part of the specification, the bands will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the specification as a whole.

#### Using the Grid

You will need to give a mark for each Assessment Objective being tested in a particular question. To identify the mark for an Assessment Objective, ask:

#### **What descriptors reflect the answer you are marking?**

Sometimes, you will need to decide whether a script is displaying all the characteristics of a band firmly: if so, put it at the top of the band. As soon as a script has fulfilled one band and shows signs of the next, you should put it into that next band.

If a script barely displays some characteristics of a band, place it at the bottom of the band. If the script shows a range of some of the band's qualities, place it between the top and bottom of the band as seems fair.

## Performance Descriptors

In this specification there are key performance descriptors which are common across all units, for all five bands.

PERFORMANCE DESCRIPTORS	
Band 5	Outstanding and Highly Developed
Band 4	Confident and Skilful
Band 3	Clear and Consistent
Band 2	Basic and Underdeveloped
Band 1	Ineffective and Limited

## Assessment Objectives in Unit 1

This paper requires candidates to make two extended responses in a written format. Aspects of each response will be addressed separately by allocating a mark to each Assessment Objective. Examiners should be mindful that AO1 and AO2 are interdependent, with the successful development and expression of ideas (AO1) often depending on the quality of communication and technical control (AO2). However, the allocation of individual marks acknowledges that students' performance may be uneven across the two AOs.

**AO1:** Develop ideas through creative writing, using an imaginative approach to language and the effective use of chosen form.

**AO2:** Communicate clearly in accurate, well-crafted writing, with appropriate technical control.

## Questions, AOs and Marks

Each AO will be marked out of 15 marks.

Each question will be worth 30 marks.

The total mark for this component is 60.

Question	AO1	AO2	AO3	AO4	Total
Question 1	15	15	-	-	30
Question 2	15	15	-	-	30
<b>Total</b>	<b>30</b>	<b>30</b>			<b>60</b>

## **Annotating Scripts**

It is important 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 why you have awarded the mark, should adjustment need to be made.

To this end, you should:

- identify points of merit with a tick
- weaknesses in use of language (AO1) can be identified by underlining
- technical errors such as spelling and punctuation can be identified with a circle
- please **DO NOT** use any abbreviations, marginal or summative, as they can be misleading
- write notes in the margin commenting on the answer's relationship to the AOs/grid/key words/ focus on the brief
- write a summative comment at the end for each AO, identifying the band that you have placed it in and why
- indicate the marks for each AO being tested at the end of the answer
- put a ringed mark in the right-hand margin for each AO being tested
- transfer each ringed mark to the box on the front of the answer booklet
- after marking both answers, total the marks out of 60 and write the total in the box in the right-hand top corner. Initial your mark.

**Generic Marking Grid**

Unit 1: The following grid applies to all questions			
Mark	AO1: <b>Develop ideas through creative writing, using an imaginative approach to language and the effective use of chosen form.</b>	Mark	AO2: <b>Communicate clearly in accurate, well-crafted writing, with appropriate technical control.</b>
			Appropriate technical control here means: <ul style="list-style-type: none"> <li>• Textual organisation and cohesion</li> <li>• Consistency of technical approach</li> <li>• Use of spelling and punctuation</li> </ul>
<b>Band 5</b> <b>13 – 15</b>	<ul style="list-style-type: none"> <li>• <b>Outstanding</b> development of ideas through an imaginative approach to language</li> <li>• <b>Highly developed</b> and sustained use of a single form leading to outstanding overall effect</li> </ul> <p>... all leading to an outstanding piece with a highly developed response to the brief</p>	<b>Band 5</b> <b>13 – 15</b>	<ul style="list-style-type: none"> <li>• <b>Highly developed</b>, well-crafted writing</li> <li>• <b>Outstanding</b> technical control</li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>• Textual organisation and cohesion</li> <li>• Consistency of technical approach</li> <li>• Use of spelling and punctuation</li> </ul>
<b>Band 4</b> <b>10 – 12</b>	<ul style="list-style-type: none"> <li>• <b>Confident</b> development of ideas thorough skilful approach to language</li> <li>• <b>Skilful</b> and sustained use of a single form</li> </ul> <p>... all leading to a confidently presented piece with an imaginative response to the brief</p>	<b>Band 4</b> <b>10 – 12</b>	<ul style="list-style-type: none"> <li>• <b>Confident</b>, crafted writing</li> <li>• <b>Skilful</b> technical control</li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>• Textual organisation and cohesion</li> <li>• Consistency of technical approach</li> <li>• Use of spelling and punctuation</li> </ul>
<b>Band 3</b> <b>7 – 9</b>	<ul style="list-style-type: none"> <li>• <b>Clear</b> development of ideas through some effective use of language</li> <li>• <b>Competent</b> use of a single form</li> </ul> <p>... all leading to a clearly thought through piece which directly addresses the brief</p>	<b>Band 3</b> <b>7 – 9</b>	<ul style="list-style-type: none"> <li>• <b>Clear</b> writing with some evidence of craft</li> <li>• <b>Competent</b> technical control</li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>• Textual organisation and cohesion</li> <li>• Consistency of technical approach</li> <li>• Use of spelling and punctuation</li> </ul>
<b>Band 2</b> <b>4 – 6</b>	<ul style="list-style-type: none"> <li>• <b>Basic development of</b> ideas through adequate use of language</li> <li>• <b>Underdeveloped</b> use of a single form</li> </ul> <p>... all leading to a simple, straightforward piece which makes some attempt to address the brief</p>	<b>Band 2</b> <b>4 – 6</b>	<ul style="list-style-type: none"> <li>• <b>Underdeveloped</b> writing</li> <li>• <b>Basic</b> technical control but not consistent</li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>• Textual organisation and cohesion</li> <li>• Consistency of technical approach</li> <li>• Use of spelling and punctuation</li> </ul>
<b>Band 1</b> <b>1 – 3</b>	<ul style="list-style-type: none"> <li>• <b>Ineffective</b> development of ideas and use of language</li> <li>• <b>Limited</b> use of a single form</li> </ul> <p>...leading to a piece that does not meet the brief</p>	<b>Band 1</b> <b>1 – 3</b>	<ul style="list-style-type: none"> <li>• Quality of writing hinders meaning</li> <li>• <b>Limited</b> / lack of technical control</li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>• Textual organisation and cohesion</li> <li>• Consistency of technical approach</li> <li>• Use of spelling and punctuation</li> </ul>
<b>0 Marks</b>	• Nothing written or nothing to do with task	<b>0 Marks</b>	• Nothing written or nothing to do with task

**Question 1**

0	1
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The following texts are quotations from established writers about keeping a journal.

Drawing on the ideas expressed below, and your own experiences, write a 300 word article entitled 'The Writers' Journal'. It will be published in a magazine for new writers called *Get Writing*.

**[30 marks]****Examiner guidance**

**Examiners are encouraged to reward any valid interpretations of the brief. Successful answers might, however, include some of the following:**

- A consideration of the article title: 'The Writers' Journal'
- Demonstrable engagement with some of the ideas expressed in the quotations
- Exploration of how journal keeping has influenced their own writing
- Evidence of personal, individual experience as a writer
- Evidence of an individual voice in an appropriate register for the task
- A reasonable approximate adherence to the 300 word limit
  
- Examiners must accept responses in any form (i.e. prose fiction. Prose non-fiction, poetry and script)



**Question 2**

0	2
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A national charity is running a campaign bringing attention to the way loneliness can affect the lives of teenagers and young adults.

You have been commissioned to write a 300 word fictional account, using a central character, to show the devastating effects of loneliness. This will be used in the campaign. You may choose the form and content of the piece but it should create an impact on your audience.

Write your account.

**[30 marks]**

**Examiner guidance**

**Examiners are encouraged to reward any valid interpretations of the brief. Successful answers might, however, include some of the following:**

- Evident adherence to the brief. Candidates are free to choose the form and content of their response but should show consideration of eventual purpose and the key word 'impact'.
- Use of an invented central character, but if candidates write about more than one person, or family members, for example, then that is acceptable. If candidates wish to base their invented character on a real person or their own life experience, this is also acceptable, provided that the final piece of writing is fictionalised. The brief clearly asks for a fictional account.
- It is important that there is an emotional impact to the writing and it clearly deals with loneliness in a focused way. It should not be a generalised piece of 'persuasive writing' or a factual article about loneliness.
- The piece could be written from any point of view and in either past or present tense. This could take the form of a short story or a more open ended, reflective piece of description.
- Evidence of an individual voice in an appropriate register for the task
- A reasonable approximate adherence to the 300 word limit
  
- Examiners must accept responses in any form (i.e. prose fiction. Prose non-fiction, poetry and script)

**Question 3**

<b>0</b>	<b>3</b>
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A national newspaper runs a monthly column where different contributors describe their ideal places. This month it is looking for descriptions of the ideal library.

Write a 300 word submission describing your ideal library. The library may be real or imagined but you must explain why you think it is an ideal place.

**[30 marks]**

**Examiner guidance**

**Examiners are encouraged to reward any valid interpretations of the brief. Successful answers might, however, include some of the following:**

- Evident consideration of the nature of the feature and close adherence to the brief.
- Candidates may take a realistic or serious approach that examines the role of libraries and how people use them, or produce a more imaginative, fantastical exploration of what the perfect library might look like. A description of an existing library is allowable.
- Some justification of their choice of ideal library
- Appropriate choice and use of selected form
- Evidence of an individual voice in an appropriate register for the task
- A reasonable approximate adherence to the 300 word limit
  
- Examiners must accept responses in any form (i.e. prose fiction. Prose non-fiction, poetry and script)

**Question 4**

0	4
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You have been commissioned by a local sixth form college, Newtown College, to write a press release celebrating the achievements of its students during the past year. The Principal of Newtown College asked several members of staff to report on student successes. She has asked you to make your own selection from the following information, taken from their email replies.

Write a 300 word press release that will be sent to local newspapers, radio and television stations.

**[30 marks]**

**Examiner guidance**

**Examiners are encouraged to reward any valid interpretations of the brief. Successful answers might, however, include some of the following:**

- Appropriate selection of the provided material used accurately. Students may embellish the content (for example with invented quotes) but it should be based on the facts provided.
- Some consideration of the mix of academic and non-academic achievement
- Focus on achievements of students – it is clear that the press release should celebrate the achievements of students
- Appropriate and effective choice of form
- Evidence of an individual voice in an appropriate register for the task, which here is likely to be formal
- A reasonable approximate adherence to the 300 word limit
  
- Examiners must accept responses in any form (i.e. prose fiction. Prose non-fiction, poetry and script)