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AS-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

#### Aims

When you are marking scripts your aim should be:

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

#### Approach

It is important to be **open-minded** and **positive** when marking scripts.

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
- 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: Develop ideas through creative writing, using an imaginative approach to language and the effective use of chosen form.	Mark	AO2: Communicate clearly in accurate, well-crafted writing, with appropriate technical control.  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 through 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** *Hidden World* magazine publishes stories about real life ghostly and supernatural experiences. You have spoken over the phone to a reader who wishes to contribute a story. You now need to turn your notes from this conversation into a descriptive and interesting account of a supernatural event. *Hidden World* magazine requires these accounts to be written in the third person.

Write a 300 word account of Fiona's ghostly experience that will be published in *Hidden World* magazine.

**[30 marks]**

**AO1: 15 marks**  
**AO2: 15 marks**

**Examiner Guidance**

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

- The magazine title is provided so that candidates have a clear context for the task.
- Candidates should embellish and develop the details provided in the notes without changing the basic facts of the story. They should be writing expressively and creating a suitable atmosphere for a ghost story. Candidates who do not add detail to the bullet point notes may find they are not either demonstrating 'an imaginative response' (AO1) or 'development of ideas' (AO1).
- The task explicitly requires a third person voice - an AO2 adjustment would have to be considered if candidates do not fulfil this technical requirement.
- In asking for a finished piece for a magazine, the question endorses the production of a well-crafted, controlled piece (AO2).
- 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** A monthly cultural interests magazine has a regular column called *The Things that Rule Our World* which presents different views on modern life by examining everyday items.

The magazine has asked you to write this month's 300 word column on the topic of social media. The magazine requires that you accompany your views with factual research. You have collected some information about social media, which is set out below. It is expected that you will include a range of factual details in your article, which you should select from the material below.

**[30 marks]**

**AO1: 15 marks**

**AO2: 15 marks**

**Examiner Guidance**

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

- There needs to be an appropriate selection of facts from the material provided.
- The candidates should not be providing a summary of the information - instead they should be using facts to support their views. This is a technical requirement of the brief (AO2).
- A 'rant' with very little factual support will probably not show sufficient 'development of ideas' to address the brief (AO1).
- There is no requirement to write 'for' or 'against' social media but it is expected that they will have views.
- There should be evidence of an individual voice in an appropriate style.
- There is no requirement that all social media be referred to - if, for example, a candidate concentrates on Twitter, then that will be acceptable.
- 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**

**0 3** A national newspaper runs a weekly column called *My Writing Hero*, in which contributors explain the ways that an established writer has had an influence on their own writing and maybe even their life in general.

The newspaper has asked you to submit a contribution. The following extracts give some examples of how other people have approached this task and demonstrate some different approaches. You do not have to refer to these in your submission.

Write a 300 word submission on your own writing hero.

**[30 marks]**

**AO1: 15 marks**  
**AO2: 15 marks**

**Examiner Guidance**

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

- Candidates have the freedom to select a writer of their choice but do not have to provide biographical detail. It is the writer's influence on them that should be most prominent in the response, this can include their life in general.
- This gives an opportunity to draw explicitly on the writing journal and workshopping experiences and so on and should provide evidence of how the writer has influenced their own writing.
- The snippets are included as inspiration, but candidates do not have to refer to them.
- A creative style of writing is encouraged, as exemplified by the excerpts, but candidates may take a more straightforward approach.
- There should be evidence of a suitable individual voice in an appropriate register for a newspaper column.
- 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**

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| <b>0</b> | <b>4</b> |
|----------|----------|
- An educational charity, *Living to Learn*, is carrying out a nationwide research project exploring people's experiences of education. It wants to learn more about the different experiences, good or bad, that people from all backgrounds have of schools, colleges and education in general.

*Living to Learn* has asked you to write 300 words describing your own experience of education. This will be published on their website as an example for other contributors to follow. You could describe several experiences or explore a specific part of your education but the piece should present your own feelings and attitudes. The charity expects you to respect the privacy of schools and teachers by changing any names that you use.

**[30 marks]****AO1: 15 marks****AO2: 15 marks****Examiner Guidance**

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

- The task encourages a personal response.
- Candidates can explore their own writing voice and creativity in describing their experiences.
- The piece is being used as a published example on the website which means that it should be 'well-crafted' and demonstrate 'technical control' (AO2).
- There should be a sense that the writing is reflective as well as descriptive and some attention should be paid to 'feelings and attitudes'.
- Education does not necessarily have to take place in a school - home learning, church or other places of education could be described.
- 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).