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# Creative Writing

CREW1 Unit 1 Writing on Demand

Mark scheme

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Version 1.0: Final Mark Scheme

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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).

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

## 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>	<ul style="list-style-type: none"> <li>• Nothing written or nothing to do with task</li> </ul>	<b>0 Marks</b>	<ul style="list-style-type: none"> <li>• Nothing written or nothing to do with task</li> </ul>

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**Question 1****0 1**

A travel organisation is compiling an anthology of writing entitled *Top Spots: Home and Abroad*, on the subject of favourite places to visit.

You have been commissioned to write a 300 word account in which you describe a favourite place to visit. This can be somewhere abroad or nearer to home. You may choose the form and content of the account but it must describe the place in a way which best conveys its appealing qualities.

**[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:**

- Chosen places may be exotic or pedestrian – it is the explanation of what makes the place appealing that is important.
- There should be some attempt to write descriptively, with some evocation of place through well-chosen vocabulary or original figurative language.
- The form is flexible – it may be very personal, persuasive or more ‘travel guide’ but does need to be engaging.
- A clear sense of a specific place (ie not fictional).
- Examiners must accept responses in any form (ie prose fiction, prose non-fiction, poetry and script).



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**Question 2****0 2**

A magazine called *WordSmith* has commissioned you, as a student of creative writing, to submit a piece about how to give feedback on creative writing.

Your piece should explain some of your experiences of giving feedback in creative writing workshops or lessons. Your piece should be 300 words in length.

**[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:**

- This should take a systematic approach to some of the ways you should give feedback on other people's writing.
- There is a requirement to "write as yourself" and to describe / consider your own experiences.
- Do not penalise if some of the advice is potentially unhelpful although there should be some awareness of the process of workshopping and feedback. It is hoped that candidates will write about their specific experiences as creative writing students.
- Examiners must accept responses in any form (ie prose fiction, prose non-fiction, poetry or script)

**Question 3****0 3**

*Youth and Young People News* is a monthly journal that provides interesting articles for adults who work with young people.

The editors have asked you, as a student, to write a piece to be included in a series under the heading of 'Transitions'. This could look at moving schools, progressing from GCSEs to A levels, moving house or any other transition that may happen in a young person's life.

Write a piece that gives an account of change or transition, exploring some of the emotional and practical challenges faced. The piece should be around 300 words in length.

**[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 topic chosen may be quite straightforward, but it is part of the brief to look at realistic and likely changes in circumstances.
- There could be a narrative or figurative style used or a more prosaic account. Responses that are too issue driven may not hit the brief because they may become irrelevant or may not help adults who work with young people.
- The 'transition' described should be relevant to young people.
- Examiners must accept responses in any form (ie prose fiction, prose non-fiction, poetry and script)

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**Question 4****0 4**

An independent publisher has commissioned a collection of short stories from new and established writers on the topic of villains and anti-heroes, celebrating all the bad things that they do.

The publisher wants a lively and engaging introduction to the collection. It should introduce the theme of villains and anti-heroes, exploring what makes them so fascinating. The introduction should be 300 words.

**[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 a clear sense of explaining why villains are fascinating. It should not just be a descriptive piece.
- There is no requirement to write about short stories or any specific type of behaviour or villains.
- There should be an awareness that they are writing about a 'topic' and not an individual person or event.
- Examiners must accept responses in any form (ie prose fiction, prose non-fiction, poetry and script)