



**General Certificate of Education  
Specimen Mark Scheme**

**Creative Writing**

**CREW3**

**Unit 3: From Reading to Writing**

***Specimen Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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 to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## UNIT 3: FROM READING TO WRITING

### 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 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 3

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 tested. 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.

In Question 2, AO3 and AO4 are closely related. Examiners must remember that technical control (AO2) is **not** assessed in Question 2. However, students are always instructed on the front page of the question paper that they will be marked on their ability to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

**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.

**AO3:** Demonstrate critical awareness of personal writing processes, reflecting on the relationship between ideas, aims, development and technique.

**AO4:** Respond to existing published work as a source of learning, stimulus and creative strategy in producing own writing.

## 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.

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

Unit 3: Question 1			
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.
			<p>Appropriate technical control here means:</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 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 text and the writing prompt</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 text and the writing prompt</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 responds to the text and the writing prompt</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 respond to the text and/or the writing prompt</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 respond to the text and/or the writing prompt</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 the text and/or the writing prompt</li> </ul>	<b>0 Marks</b>	<ul style="list-style-type: none"> <li>• Nothing written or nothing to do with task</li> </ul>

Unit 3: Question 2			
Mark	AO3: Demonstrate critical awareness of personal writing processes, reflecting on the relationship between ideas, aims, development and technique.	Mark	AO4: Respond to existing published work as a source of learning, stimulus and creative strategy in producing own writing.
<b>Band 5</b> 13 – 15	<ul style="list-style-type: none"> <li><b>Outstanding</b> critical awareness of own writing process</li> <li><b>Highly developed</b> reflection on the relationship between ideas, aims, development and technique in their creative piece.</li> </ul>	<b>Band 5</b> 13 – 15	<ul style="list-style-type: none"> <li><b>Outstanding</b> account of the influence of the stimulus text as inspiration for their own work</li> <li><b>Highly developed</b> analysis of the creative strategies used by the author of the stimulus text</li> </ul>
<b>Band 4</b> 10 – 12	<ul style="list-style-type: none"> <li><b>Confident</b> critical awareness of own writing process</li> <li><b>Skilful</b> reflection on the relationship between ideas, aims, development and technique in their creative piece</li> </ul>	<b>Band 4</b> 10 – 12	<ul style="list-style-type: none"> <li><b>Confident</b> account of the influence of the stimulus text as inspiration for their own work</li> <li><b>Skilful</b> analysis of the creative strategies used by the author of the stimulus text</li> </ul>
<b>Band 3</b> 7 – 9	<ul style="list-style-type: none"> <li><b>Clear</b> awareness of own writing process</li> <li><b>Competent</b> reflection on the relationship between ideas, aims, development and technique in their creative piece. May cover some but not all of these areas</li> </ul>	<b>Band 3</b> 7 – 9	<ul style="list-style-type: none"> <li><b>Clear</b> account of the influence of the stimulus text as inspiration for their own work</li> <li><b>Competent</b> analysis of the creative strategies used by the author of the stimulus text</li> </ul>
<b>Band 2</b> 4 – 6	<ul style="list-style-type: none"> <li><b>Basic</b> awareness of own writing process</li> <li><b>Underdeveloped</b> reflection on the relationship between ideas, aims, development and technique in their creative piece. Likely to be description or summary of ideas and/or aims</li> </ul>	<b>Band 2</b> 4 – 6	<ul style="list-style-type: none"> <li><b>Basic</b> account of the influence of the stimulus text as inspiration for their own work</li> <li><b>Underdeveloped</b> description of the creative strategies used by the author of the stimulus text</li> </ul>
<b>Band 1</b> 1 – 3	<ul style="list-style-type: none"> <li><b>Limited</b> awareness of own writing process</li> <li><b>Ineffective</b> reflection on the relationship between ideas, aims, development and technique in their creative piece</li> </ul>	<b>Band 1</b> 1 – 3	<ul style="list-style-type: none"> <li><b>Limited</b> indication of the influence of the stimulus text as inspiration for their own work</li> <li><b>Ineffective</b> description of the creative strategies used by the author of the stimulus text</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>