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# **GCE MARKING SCHEME**

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**SUMMER 2016**

**ENGLISH LANGUAGE  
NEW AS – UNIT 2**

**2700U20-1**

## **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.

## Unit 2: Language Issues and Original and Critical Writing

### MARK SCHEME

#### General Notes

In making judgements, look carefully at the separate sheet with the marking grid, and at the Overview and Notes which follow. We may expect candidates to select some of the suggested approaches, but it is equally possible that they will select entirely different approaches. Look for and reward valid, well-supported ideas which demonstrate independent thinking.

#### Question 1: Language and Power

	AO1	AO2	AO3	AO5
<b>Question 1 (a)</b>	20 marks	10 marks	10 marks	-
<b>Question 1 (b)</b>	-	-	-	20 marks
<b>Question 1 (c)</b>	-	10 marks	10 marks	-

**(a) Using this extract and your own knowledge, analyse and evaluate the ways in which people in positions of authority use language to influence others. [40]**

In your answer, you should consider:

- the relationship between participants
- relevant features of written and/or spoken language
- lexical and grammatical choices
- contextual factors.

#### Overview

In all responses, there should be explicit demonstration of language knowledge. It will be important to judge the relevance of theories or theorists cited in context and references should be succinct, showing clear critical understanding of the relationship between a specific theory and the focus question. Discussion of key concepts will address recognisable language use e.g. the use of question and answer adjacency pairs and the formality of the speakers. They may discuss the use of pronouns or patterning in speech and/or in writing. Discussion of key issues will address the social implications of language use e.g. the relationship between dominance and status, and contextual factors.

The question focuses on a specific kind of language use (e.g. the way writers and speakers in positions of authority influence others) and responses should show an understanding of how context affects linguistic choices (AO3). All responses will show some awareness of the importance of audience, purpose, situation and occasion.

Analysing the data given or selecting relevant points from the extract will provide a **starting point** for most responses (AO1).

## Notes

The following notes address features of interest which may be explored, but it is important to **reward all valid discussion**.

As the question asks learners to identify and interpret the ways in which people in positions of authority use language to influence others, it is likely that they will analyse the extract to show who the dominant speaker is and how this dominance is achieved, before moving on to a wider consideration of influence in a range of different spoken and/or written language contexts.

Responses may make some of the following points:

- the importance of context i.e. situation, purpose, genre, register etc.
- the relationship between participants e.g. status/role, function, face needs, shared knowledge, unequal/equal encounters
- the effect of turn-taking (adjacency pairs, overlaps, interruptions etc.) and how this may give a speaker control (the police officer's questions are considerably longer than the woman's answers, which are mostly minimal to express agreement)
- the way tenor/manner shapes a person's choice of lexis and grammar in speech as well as in writing. In the extract the register is fairly formal – the police officer uses the formal noun phrase, "a joint enterprise" but also monosyllabic language, "you were part of the plan" – audience design theory/accommodation theory and the extent to which a speaker may accommodate: S uses the police officer's words
- the use of the passive voice – the police officer uses "would be killed" – but learners may consider how the passive voice can be used to influence others
- the use of modality to influence others – the police officer uses the modal auxiliary "could" but learners may consider other uses of modal verbs to influence.
- the use of pronouns and how they can be used to influence others
- the use of patterning of language and repetition
- the use of different sentence types – simple sentences can be influential in speech as well as in writing

## Assessment Grid Unit 2: Question 1 (a)

BAND	AO1	AO2	AO3
	20 marks	10 marks	10 marks
<b>5</b>	<b>17-20 marks</b> <ul style="list-style-type: none"> <li>Sophisticated methods of analysis</li> <li>Confident use of a wide range of terminology</li> <li>Perceptive discussion of topic</li> <li>Coherent, academic style</li> </ul>	<b>9-10 marks</b> <ul style="list-style-type: none"> <li>Detailed critical understanding of concepts (e.g. turn-taking, grammatical mood)</li> <li>Perceptive discussion of issues (e.g. identity, status, gender)</li> <li>Confident and concise selection of supporting examples</li> </ul>	<b>9-10 marks</b> <ul style="list-style-type: none"> <li>Confident analysis of a range of contextual factors</li> <li>Productive discussion of the construction of meaning</li> <li>Perceptive evaluation of effectiveness of communication</li> </ul>
<b>4</b>	<b>13-16 marks</b> <ul style="list-style-type: none"> <li>Effective methods of analysis</li> <li>Secure use of a range of terminology</li> <li>Thorough discussion of topic</li> <li>Expression generally accurate and clear</li> </ul>	<b>7-8 marks</b> <ul style="list-style-type: none"> <li>Secure understanding of concepts (e.g. turn-taking, grammatical mood)</li> <li>Some intelligent discussion of issues (e.g. identity, status, gender)</li> <li>Consistent selection of apt supporting examples</li> </ul>	<b>7-8 marks</b> <ul style="list-style-type: none"> <li>Effective analysis of contextual factors</li> <li>Some insightful discussion of the construction of meaning</li> <li>Purposeful evaluation of effectiveness of communication</li> </ul>
<b>3</b>	<b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sensible methods of analysis</li> <li>Generally sound use of terminology</li> <li>Competent discussion of topic</li> <li>Mostly accurate expression with some lapses</li> </ul>	<b>5-6 marks</b> <ul style="list-style-type: none"> <li>Sound understanding of concepts (e.g. turn-taking, grammatical mood)</li> <li>Sensible discussion of issues (e.g. identity, status, gender)</li> <li>Generally appropriate selection of supporting examples</li> </ul>	<b>5-6 marks</b> <ul style="list-style-type: none"> <li>Sensible analysis of contextual factors</li> <li>Generally clear discussion of the construction of meaning</li> <li>Relevant evaluation of effectiveness of communication</li> </ul>
<b>2</b>	<b>5-8 marks</b> <ul style="list-style-type: none"> <li>Basic methods of analysis</li> <li>Using some terminology with some accuracy</li> <li>Uneven discussion of topic</li> <li>Straightforward expression, with technical inaccuracy</li> </ul>	<b>3-4 marks</b> <ul style="list-style-type: none"> <li>Some understanding of concepts (e.g. turn-taking, grammatical mood)</li> <li>Basic discussion of issues (e.g. identity, status, gender)</li> <li>Some points supported by examples</li> </ul>	<b>3-4 marks</b> <ul style="list-style-type: none"> <li>Some valid analysis of contextual factors</li> <li>Undeveloped discussion of the construction of meaning</li> <li>Inconsistent evaluation of effectiveness of communication</li> </ul>
<b>1</b>	<b>1-4 marks</b> <ul style="list-style-type: none"> <li>Limited methods of analysis</li> <li>Some grasp of basic terminology</li> <li>Undeveloped discussion of topic</li> <li>Errors in expression and lapses in clarity</li> </ul>	<b>1-2 marks</b> <ul style="list-style-type: none"> <li>A few simple points made about concepts (e.g. turn-taking, grammatical mood)</li> <li>Limited discussion of issues (e.g. identity, status, gender)</li> <li>Few examples cited</li> </ul>	<b>1-2 marks</b> <ul style="list-style-type: none"> <li>Some basic awareness of context</li> <li>Little sense of how meaning is constructed</li> <li>Limited evaluation of effectiveness of communication</li> </ul>
<b>0</b>	<b>0 marks:</b> Response not credit worthy or not attempted		

**Question 1 (b)**

**(b) Write an extract from the opening to a detective story. [20]**

Aim to write approximately 350 words.

In planning your response, you should consider:

- the key features of the genre
- narrative viewpoint
- the setting
- possible use of dialogue.

This creative response should take an appropriate form for an extract from the opening of a detective story.

It should create setting and/or character effectively.

Candidates may make use of the extract in part (a) as a starting point for character and dialogue.

Approaches should include:

- a sense of the detective genre
- an appropriate narrative viewpoint
- engagement of the reader's interest through the opening e.g. establishing a strong narrative voice, effective lexical choices, characterisation, setting, event, etc.
- effective stylistic choices e.g. pathetic fallacy, appeal to the reader's senses, etc.
- appropriate and engaging written expression

### Assessment Grid Unit 2: Question 1 (b)

BAND	AO5 Demonstrate expertise and creativity in the use of English in different ways 20 marks	Guidance
5	<p style="text-align: center;"><b>17-20 marks</b></p> <ul style="list-style-type: none"> <li>• High level of creativity with some flair</li> <li>• Confident and original expression</li> <li>• Skilful engagement with audience</li> <li>• Form and structure linked intelligently to content</li> </ul>	<p><b>High (19-20):</b> Demonstrates expertise and self-assurance, flair and originality with language consciously and creatively manipulated for effect. Intelligent and engaging writing. Skilful engagement with audience.</p> <p><b>Low (17-18):</b> Very good understanding of task. Genre and style understanding underpins choices made about form/structure. Polished style. Voice confident in places, with some confident engagement with audience.</p>
4	<p style="text-align: center;"><b>13-16 marks</b></p> <ul style="list-style-type: none"> <li>• Thoughtful creativity</li> <li>• Well-crafted and controlled expression</li> <li>• Effective engagement with audience</li> <li>• Form and structure purposefully linked to content</li> </ul>	<p><b>High (15-16):</b> Strong sense of the writer as an individual. Thoughtful creativity. Some assured linguistic choices. Response shaped by target audience. Explicit focus on task genre. Carefully controlled and sustained expression.</p> <p><b>Low (13-14):</b> Response consciously crafted for effect in places. Some purposeful language choices. Secure understanding of audience. Good structure.</p>
3	<p style="text-align: center;"><b>9-12 marks</b></p> <ul style="list-style-type: none"> <li>• Reasonable creativity</li> <li>• Sound expression</li> <li>• Clear attempt to engage audience</li> <li>• Form and structure sensibly linked to content</li> </ul>	<p><b>High (11-12):</b> Clear personal voice. Creative linguistic choices. Clear engagement with target audience. Organises material for effect. Expression generally sound and style controlled.</p> <p><b>Low (9-10):</b> Expression mostly sound. Clear organisation. Focuses on demands of task and attempts to engage with audience. Good sense of shaping the writing. Some understanding of link between form, content and structure.</p>
2	<p style="text-align: center;"><b>5-8 marks</b></p> <ul style="list-style-type: none"> <li>• Some creativity</li> <li>• Basic expression with some accuracy</li> <li>• Some awareness of audience</li> <li>• Some attempt to match form and structure to content</li> </ul>	<p><b>High (7-8):</b> Straightforward expression. Some creative engagement with task. Sense of structure. Clear signs that knowledge of genre underpins some lexical choices. Some awareness of audience.</p> <p><b>Low (5-6):</b> Technical errors but they will not affect understanding. Some basic awareness of genre and audience in places. Some stylistic inconsistency.</p>
1	<p style="text-align: center;"><b>1-4 marks</b></p> <ul style="list-style-type: none"> <li>• Limited creativity</li> <li>• Errors in expression and lapses in clarity</li> <li>• Limited sense of audience</li> <li>• Limited attempt to link form and structure to content</li> </ul>	<p><b>High (3-4):</b> Technical inaccuracy and lack of fluency in expression. Some limited awareness of audience. Some evidence of occasional attempt to choose words for effect.</p> <p><b>Low (1-2):</b> Expression often awkward and frequent technical errors. Little explicit evidence of organisation. cursory awareness of demands of task. Response may be very brief or incomplete.</p>
0	<b>0 marks:</b> Response not credit worthy or not attempted	

**(c) Critical writing**

Write a commentary for the text you have produced, analysing and evaluating your language use. Comment particularly on your language choices and their effectiveness in relation to the context given in part (b). You should aim to write approximately 250 words. [20]

**Assessment Grid Unit 2: Question 1 (c)**

BAND	AO2	AO3
	10 marks	10 marks
<b>5</b>	<p><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>Confident interpretation of the task e.g. genre and purpose</li> <li>Confident understanding of concepts and issues relevant to language use</li> </ul>	<p><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>Confident analysis of contextual factors</li> <li>Productive discussion of the construction of meaning</li> <li>Perceptive evaluation</li> </ul>
<b>4</b>	<p><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>Effective awareness of the task e.g. genre and purpose</li> <li>Secure understanding of concepts and issues relevant to language use</li> </ul>	<p><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>Effective analysis of contextual factors</li> <li>Some insightful discussion of the construction of meaning</li> <li>Purposeful evaluation</li> </ul>
<b>3</b>	<p><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>Sensible awareness of the task e.g. genre</li> <li>Sound understanding of concepts and issues relevant to language use</li> </ul>	<p><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>Sensible analysis of contextual factors</li> <li>Generally clear discussion of the construction of meaning</li> <li>Relevant evaluation</li> </ul>
<b>2</b>	<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>Basic awareness of the task e.g. genre</li> <li>Reasonable understanding of concepts and issues relevant to language use</li> </ul>	<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>Some valid analysis of contextual factors</li> <li>Undeveloped discussion of the construction of meaning</li> <li>Inconsistent evaluation</li> </ul>
<b>1</b>	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>Some general awareness of the task e.g. genre</li> <li>Some understanding of concepts and issues relevant to language use</li> </ul>	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>Some general awareness of context</li> <li>Limited sense of how meaning is constructed</li> <li>Limited evaluation</li> </ul>
<b>0</b>	<b>0 marks:</b> Response not credit worthy or not attempted	



## Question 2: Language and Situation

	AO1	AO2	AO3	AO5
<b>Question 2 (a)</b>	20 marks	10 marks	10 marks	-
<b>Question 2 (b)</b>	-	-	-	20 marks
<b>Question 2 (c)</b>	-	10 marks	10 marks	-

**(a) Using the following signs and your own knowledge, analyse and evaluate the linguistic devices used in signs and notices to communicate important information. [40]**

In your answer, you should consider:

- the tenor and the function
- relevant linguistic features of the genre
- lexical and grammatical choices
- contextual factors.

### Overview

In all responses, there should be explicit demonstration of language knowledge. It will be important to judge the relevance of theories or theorists cited in context and references should be succinct, showing clear critical understanding of the relationship between a specific theory and the focus question. Discussion of key concepts will address recognisable language use to communicate important information e.g. the role of modality, the choice of grammatical mood. Discussion of key issues will address the social implications of language use e.g. the relationship between participants etc.

The question focuses on a specific kind of language use (e.g. to communicate important information) and responses should show an understanding of how context affects linguistic choices (AO3). All responses will show some awareness of the importance of audience, purpose, situation and occasion.

Analysing the data given or selecting relevant points from the extract will provide **a starting point** for most responses (AO1).

## Notes

The following notes address features of interest which may be explored, but it is important to **reward all valid discussion**.

As the question discusses the communication of important information and the linguistic devices used in signs and notices, this is likely to be the starting point for many responses. Learners may pick up key words from the signs like modal verbs; look at the role interjections like 'please' play in the communication of important information or the role of imperatives in relation to the severity of the notice. In a wider sense, they may address the idea of relationships; who is giving and receiving the information and the kind of relationship involved. They may use signs and notices from their own experience as examples.

Responses may make some of the following points:

- the importance of context – situation, purpose, audience, message
- field, tenor, mode
- forms of address and use/absence of pronouns
- the formality continuum in relation to mode
- the use of headings
- the length of the notice in relation to politeness, severity of danger and tenor
- the use of ellipsis to make the notice more concise, less polite & more urgent/linked to level of danger in the examples, and the relationship with the audience
- the audience and the writer's respect of the audience's face ("children keep out", "those found to be.. ")
- formality/informality, the notion of register and reasons for lexical choice, the use of the passive voice
- politeness and impoliteness - respecting face/challenging face, giving options, the conflict between conveying a clear message and being polite
- the use of imperatives
- the use of inclusive, politically correct language
- the communication of the message and plain language
- the anonymity of the message and its influence on language choice
- modality ( the use of may, must, will etc)
- the legal significance of the notice and its influence on the language used
- the use of hedges

## Assessment Grid Unit 2: Question 2 (a)

BAND	AO1	AO2	AO3
	20 marks	10 marks	10 marks
<b>5</b>	<p><b>17-20 marks</b></p> <ul style="list-style-type: none"> <li>Sophisticated methods of analysis</li> <li>Confident use of a wide range of terminology</li> <li>Perceptive discussion of topic</li> <li>Coherent, academic style</li> </ul>	<p><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>Detailed critical understanding of concepts (e.g. modality, grammatical mood, voice)</li> <li>Perceptive discussion of issues (e.g. identity, status, gender, mode, politeness)</li> <li>Confident and concise selection of supporting examples</li> </ul>	<p><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>Confident analysis of a range of contextual factors</li> <li>Productive discussion of the construction of meaning</li> <li>Perceptive evaluation of effectiveness of communication</li> </ul>
<b>4</b>	<p><b>13-16 marks</b></p> <ul style="list-style-type: none"> <li>Effective methods of analysis</li> <li>Secure use of a range of terminology</li> <li>Thorough discussion of topic</li> <li>Expression generally accurate and clear</li> </ul>	<p><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>Secure understanding of concepts (e.g. modality, grammatical mood, voice)</li> <li>Some intelligent discussion of issues (e.g. identity, status, gender, mode, politeness)</li> <li>Consistent selection of apt supporting examples</li> </ul>	<p><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>Effective analysis of contextual factors</li> <li>Some insightful discussion of the construction of meaning</li> <li>Purposeful evaluation of effectiveness of communication</li> </ul>
<b>3</b>	<p><b>9-12 marks</b></p> <ul style="list-style-type: none"> <li>Sensible methods of analysis</li> <li>Generally sound use of terminology</li> <li>Competent discussion of topic</li> <li>Mostly accurate expression with some lapses</li> </ul>	<p><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>Sound understanding of concepts (e.g. modality, grammatical mood, voice)</li> <li>Sensible discussion of issues (e.g. identity, status, gender, mode, politeness)</li> <li>Generally appropriate selection of supporting examples</li> </ul>	<p><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>Sensible analysis of contextual factors</li> <li>Generally clear discussion of the construction of meaning</li> <li>Relevant evaluation of effectiveness of communication</li> </ul>
<b>2</b>	<p><b>5-8 marks</b></p> <ul style="list-style-type: none"> <li>Basic methods of analysis</li> <li>Using some terminology with some accuracy</li> <li>Uneven discussion of topic</li> <li>Straightforward expression, with technical inaccuracy</li> </ul>	<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>Some understanding of concepts (e.g. modality, grammatical mood, voice)</li> <li>Basic discussion of issues (e.g. identity, status, gender, mode, politeness)</li> <li>Some points supported by examples</li> </ul>	<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>Some valid analysis of contextual factors</li> <li>Undeveloped discussion of the construction of meaning</li> <li>Inconsistent evaluation of effectiveness of communication</li> </ul>
<b>1</b>	<p><b>1-4 marks</b></p> <ul style="list-style-type: none"> <li>Limited methods of analysis</li> <li>Some grasp of basic terminology</li> <li>Undeveloped discussion of topic</li> <li>Errors in expression and lapses in clarity</li> </ul>	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>A few simple points made about concepts (e.g. modality, grammatical mood, voice)</li> <li>Limited discussion of issues (e.g. identity, status, gender, mode, politeness)</li> <li>Few examples cited</li> </ul>	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>Some basic awareness of context</li> <li>Little sense of how meaning is constructed</li> <li>Limited evaluation of effectiveness of communication</li> </ul>
<b>0</b>	<b>0 marks:</b> Response not credit worthy or not attempted		

**Question 2 (b)**

**(b) You have been asked to write the text for the Southern railway website, promoting the new card. Write the text for a webpage in which you explain the reasons for priority seating and for the introduction of the new card. [20]**

Aim to write approximately 350 words.

In planning your response, you should consider:

- the key features of informative and promotional writing
- the relationship with the readers - the able bodied and those who may need the card
- appropriate lexical and grammatical choices for an official website.

This creative response should take an appropriate form for an informative and promotional text for an official website. The webpage should focus on who may use the card, why they might use it and how passengers should respond to the card. Learners may make use of the extract in part (a) as a starting point for examples of people who may need to use the priority seats

Approaches should include:

- some sense of genre e.g. headings, questions, structural devices, examples
- an awareness of the general audience – those who may need the card, and those who travel on trains and need to be aware of the new card.
- an awareness of informative and persuasive features
- effective stylistic and lexical choices e.g. appropriate tone
- appropriate and engaging written expression

### Assessment Grid Unit 2: Question 2 (b)

BAND	AO5 Demonstrate expertise and creativity in the use of English in different ways 20 marks	Guidance
5	<p style="text-align: center;"><b>17-20 marks</b></p> <ul style="list-style-type: none"> <li>• High level of creativity with some flair</li> <li>• Confident and original expression</li> <li>• Skilful engagement with audience</li> <li>• Form and structure linked intelligently to content</li> </ul>	<p><b>High (19-20):</b> Demonstrates expertise and self-assurance, flair and originality with language consciously and creatively manipulated for effect. Intelligent and engaging writing. Skilful engagement with audience.</p> <p><b>Low (17-18):</b> Very good understanding of task. Genre and style understanding underpins choices made about form/structure. Polished style. Voice confident in places, with some confident engagement with audience.</p>
4	<p style="text-align: center;"><b>13-16 marks</b></p> <ul style="list-style-type: none"> <li>• Thoughtful creativity</li> <li>• Well-crafted and controlled expression</li> <li>• Effective engagement with audience</li> <li>• Form and structure purposefully linked to content</li> </ul>	<p><b>High (15-16):</b> Strong sense of the writer as an individual. Thoughtful creativity. Some assured linguistic choices. Response shaped by target audience. Explicit focus on task genre. Carefully controlled and sustained expression.</p> <p><b>Low (13-14):</b> Response consciously crafted for effect in places. Some purposeful language choices. Secure understanding of audience. Good structure.</p>
3	<p style="text-align: center;"><b>9-12 marks</b></p> <ul style="list-style-type: none"> <li>• Reasonable creativity</li> <li>• Sound expression</li> <li>• Clear attempt to engage audience</li> <li>• Form and structure sensibly linked to content</li> </ul>	<p><b>High (11-12):</b> Clear personal voice. Creative linguistic choices. Clear engagement with target audience. Organises material for effect. Expression generally sound and style controlled.</p> <p><b>Low (9-10):</b> Expression mostly sound. Clear organisation. Focuses on demands of task and attempts to engage with audience. Good sense of shaping the writing. Some understanding of link between form, content and structure.</p>
2	<p style="text-align: center;"><b>5-8 marks</b></p> <ul style="list-style-type: none"> <li>• Some creativity</li> <li>• Basic expression with some accuracy</li> <li>• Some awareness of audience</li> <li>• Some attempt to match form and structure to content</li> </ul>	<p><b>High (7-8):</b> Straightforward expression. Some creative engagement with task. Sense of structure. Clear signs that knowledge of genre underpins some lexical choices. Some awareness of audience.</p> <p><b>Low (5-6):</b> Technical errors but they will not affect understanding. Some basic awareness of genre and audience in places. Some stylistic inconsistency.</p>
1	<p style="text-align: center;"><b>1-4 marks</b></p> <ul style="list-style-type: none"> <li>• Limited creativity</li> <li>• Errors in expression and lapses in clarity</li> <li>• Limited sense of audience</li> <li>• Limited attempt to link form and structure to content</li> </ul>	<p><b>High (3-4):</b> Technical inaccuracy and lack of fluency in expression. Some limited awareness of audience. Some evidence of occasional attempt to choose words for effect.</p> <p><b>Low (1-2):</b> Expression often awkward and frequent technical errors. Little explicit evidence of organisation. cursory awareness of demands of task. Response may be very brief or incomplete.</p>
0	<b>0 marks:</b> Response not credit worthy or not attempted	

- (c) Write a commentary for the text you have produced, analysing and evaluating your language use. [20]

Comment particularly on your language choices and their effectiveness in relation to the context given in part (b). You should aim to write approximately 250 words.

### Assessment Grid Unit 2: Question 2 (c)

BAND	AO2	AO3
	10 marks	10 marks
5	<p><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>Confident interpretation of the task e.g. genre and purpose</li> <li>confident understanding of concepts and issues relevant to language use</li> </ul>	<p><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>Confident analysis of contextual factors</li> <li>Productive discussion of the construction of meaning</li> <li>Perceptive evaluation</li> </ul>
4	<p><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>Effective awareness of the task e.g. genre and purpose</li> <li>Secure understanding of concepts and issues relevant to language use</li> </ul>	<p><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>Effective analysis of contextual factors</li> <li>Some insightful discussion of the construction of meaning</li> <li>Purposeful evaluation</li> </ul>
3	<p><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>Sensible awareness of the task e.g. genre</li> <li>Sound understanding of concepts and issues relevant to language use</li> </ul>	<p><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>Sensible analysis of contextual factors</li> <li>Generally clear discussion of the construction of meaning</li> <li>Relevant evaluation</li> </ul>
2	<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>Basic awareness of the task e.g. genre</li> <li>Reasonable understanding of concepts and issues relevant to language use</li> </ul>	<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>Some valid analysis of contextual factors</li> <li>Undeveloped discussion of the construction of meaning</li> <li>Inconsistent evaluation</li> </ul>
1	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>Some general awareness of the task e.g. genre</li> <li>Some understanding of concepts and issues relevant to language use</li> </ul>	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>Some general awareness of context</li> <li>Limited sense of how meaning is constructed</li> <li>Limited evaluation</li> </ul>
0	<b>0 marks:</b> Response not credit worthy or not attempted	