



GCE AS MARKING SCHEME

SUMMER 2017

**AS (NEW)
ENGLISH LANGUAGE - UNIT 2
2700U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.

General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by **all**.

- Make sure that you are familiar with the assessment objectives (**AOs**) that are relevant to the questions that you are marking, and the respective **weighting** of each AO. The advice on weighting appears in the Assessment Grids at the end.
- Familiarise yourself with the questions, and each part of the marking guidelines.
- The mark-scheme offers two sources of marking guidance and support for each Section:
 - **'Notes' on the material which may be offered in candidate responses**
 - **Assessment grid, offering band descriptors and weightings for each assessment objective.**
- Be positive in your approach; look for details to reward in the candidate's response rather than faults to penalise.
- As you read the candidate's response, annotate using details from the Assessment Grid/Notes/Overview as appropriate. Tick points you reward and indicate inaccuracy or irrelevance where it appears.
- Decide which band **best fits** the performance of the candidate **for each assessment objective** in response to the question set. Give a mark for each relevant AO and then add each AO mark together to give a total mark for each question or part question.
- Explain your mark with an assessment of the quality of the response at the end of each answer. Your comments should indicate both the positive and negative points as appropriate.
- Use your professional judgement, in the light of decisions made at the marking conference, to fine-tune the mark you give.
- It is important that the **full range of marks** is used. Full marks should not be reserved for perfection. Similarly there is a need to use the marks at the lower end of the scale.
- No allowance can be given for incomplete answers other than what candidates actually achieve.

- Consistency in marking is of the highest importance. If you have to adjust after the initial sample of scripts has been returned to you, it is particularly important that you make the adjustment without losing your consistency. Reassess all those scripts already marked in light of your Team Leader's comments.
- Please do not use personal abbreviations, as they can be misleading or puzzling to a second reader. You may, however, find the following symbols useful:

E	expression
I	irrelevance
e.g. ?	lack of an example
X	wrong
(√)	possible
?	doubtful
R	repetition

The following guidelines contain an overview, notes, suggestions about possible approaches candidates may use in their response, and an assessment grid.

The mark scheme, however, should not be regarded as a checklist.

Candidates are free to choose any approach that can be supported by evidence, and they should be rewarded for all valid interpretations of the texts. Candidates can (and will most likely) discuss parts of the texts other than those mentioned in the mark scheme.

General Notes

In making judgements, look carefully at the assessment 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
Question 1 (a)	20 marks	10 marks	10 marks	-
Question 1 (b)	-	-	-	20 marks
Question 1 (c)	-	10 marks	10 marks	-

(a) Using this extract and your own knowledge, analyse and evaluate the linguistic devices used in formal written English to communicate clearly without ambiguity. [40]

In your answer, you should consider:

- the relationship between the addresser and the addressee
- the lexical and grammatical choices
- the formal aspects of the document
- 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 formality of the language and the legal aspects of the text. Discussion of key issues will address the social implications of language use e.g. the seriousness of the situation, the importance of the document and how this calls for a particular kind of language. Some answers may discuss the issues of legal language versus plain language, how writers of such documents often resort to a template based writing style that has been used traditionally in this kind of document for years.

The question focuses on a specific kind of language use (e.g. the way writers communicate without ambiguity in legal documents, often using specialised vocabulary and unusual syntax), and responses should show an understanding of how context affects linguistic choices (AO3). As the question is related to power, they should use their own examples of the power of formal written English. 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. **This is not a checklist. Look for and credit alternative valid interpretations/approaches.**

As the question asks candidates to identify and interpret the ways in which people communicate clearly without ambiguity, it is likely that they will analyse the extract to show how formality and precision is achieved, before moving on to a wider consideration of influence in a range of different written language contexts.

Candidates may explore some of the following points:

- the importance of context i.e. situation, purpose, genre, register etc.
- the use of specific personal pronouns and possessive determiners
- the use of patterning – the doubling and tripling of words that are almost synonyms (verbs: *anglo saxon* – *give*, *bequeath* and *latinate* - *devise*); (premodifiers: *real* and *personal*)
- archaic and formal adverbials
- the use of parenthesis to clarify information
- the use of long complex or compound complex sentences, often using conditional clauses to cover all eventualities
- the use of modal verbs for clarity – *may*, *shall*
- the use of specialised field specific lexis – e.g. the nouns: *codicil*, *Executor*, *Trustee*
- modification for clarity – pre and post (prepositional phrases to post-modify, e.g. *of 10 Stratford Rd*)
- noun phrases in apposition, e.g. *her son, Michael*

A note about theories:

AO2 (Concepts and Issues) is weighted at 10 marks out of 40 marks available for this question. AO2 covers Language concepts such as the formality and status of the document, and Language issues such as legal versus plain language / jargon. The Plain English campaign would be relevant for inclusion. This is a 'Language and Power' question so Fairclough's instrumental power is also relevant. Theories connected with speech, however, such as Grice, Face, and Politeness, are not really relevant as the stimulus material is a written rather than spoken text. The concepts behind Grice like relevance, clarity and conciseness are relevant, but candidates should recognise that these theories relate to speech.

Assessment Grid Unit 2: Question 1 (a)

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

(b) Write an obituary for a broadsheet newspaper for an imaginary or real person. [20]

In planning your response, you should consider:

- the key features of the genre
- the tenor of the text
- lexical and grammatical choices.

Aim to write approximately 350 words.

This creative response should take an appropriate form for an obituary in a broadsheet.

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

Approaches should include:

- a sense of the genre
- appropriate detail about character and achievements
- engagement of the reader's interest through interesting details of the character's life
- effective stylistic choices
- appropriate and engaging written expression
- some sense of the formality of an obituary and broadsheet writing.

Assessment Grid Unit 2: Question 1 (b)

BAND	AO5 Demonstrate expertise and creativity in the use of English in different ways	Guidance
5	<p>17-20 marks</p> <ul style="list-style-type: none"> • High level of creativity with some flair • Confident and original expression • Skilful engagement with audience • Form and structure linked intelligently to content 	<p>High (19-20): 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>Low (17-18): 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>13-16 marks</p> <ul style="list-style-type: none"> • Thoughtful creativity • Well-crafted and controlled expression • Effective engagement with audience • Form and structure purposefully linked to content 	<p>High (15-16): 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>Low (13-14): Response consciously crafted for effect in places. Some purposeful language choices. Secure understanding of audience. Good structure.</p>
3	<p>9-12 marks</p> <ul style="list-style-type: none"> • Reasonable creativity • Sound expression • Clear attempt to engage audience • Form and structure sensibly linked to content 	<p>High (11-12): Clear personal voice. Creative linguistic choices. Clear engagement with target audience. Organises material for effect. Expression generally sound and style controlled.</p> <p>Low (9-10): 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>5-8 marks</p> <ul style="list-style-type: none"> • Some creativity • Basic expression with some accuracy • Some awareness of audience • Some attempt to match form and structure to content 	<p>High (7-8): 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>Low (5-6): Technical errors but they will not affect understanding. Some basic awareness of genre and audience in places. Some stylistic inconsistency.</p>
1	<p>1-4 marks</p> <ul style="list-style-type: none"> • Limited creativity • Errors in expression and lapses in clarity • Limited sense of audience • Limited attempt to link form and structure to content 	<p>High (3-4): 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>Low (1-2): 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	0 marks: 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 1 (c)

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

Question 2: Language and Situation

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

(a) **Using the following text and your own knowledge, analyse and evaluate the linguistic devices used in instructions to communicate clear guidelines to the target audience.** [40]

In your answer, you should consider:

- the tenor and field of the instructions
- relevant linguistic features of the instructions
- lexical, grammatical and typographical 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 clear guidelines e.g. tenor, the choice of grammatical mood. Discussion of key issues will address the status of the instructions, the mode, some may use spoken examples and consider the difference between written and spoken instruction, the use of jargon, the identity of the audience, enthusiasts.

The question focuses on a specific kind of language use (e.g. language used to instruct) 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. **This is not a checklist. Look for and credit alternative valid interpretations/approaches.**

As the question discusses the linguistic devices used in instructions to communicate clear guidelines, and the example is from a car owners' workshop manual, this is likely to be the starting point for many responses. Candidates may start from the role of imperatives; the use of simple sentences and some compound, some complex but very few and not very complex; the use of field specific language/jargon; the bold text to signal danger. In a wider sense, they may address the idea of relationships; who is giving and receiving the instructions, expert/novice, and the kind of audience involved – the enthusiast. They should use instructions 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
- the use of imperatives
- the use of jargon
- the use of simple, compound, complex sentences, the simplicity of the clauses
- the use of prepositional phrases / adverbials for precision
- the formality / informality, the notion of register and reasons for lexical choice
- the communication of the message and plain language
- the importance of the diagram and bold text.

A note about theories:

AO2 (Concepts and Issues) is weighted at 10 marks out of 40 marks available for this question. AO2 covers Language concepts such as the tenor and grammatical mood, and issues such as the status of the text, mode, and identity of audience. Theories connected with speech, however, such as Grice, Face, and Politeness, are not really relevant as the stimulus material is a written rather than spoken text. The concepts behind Grice like relevance, clarity and conciseness are relevant but candidates should recognise that these theories relate to speech. The continuum of formality (Leech, Deuchar and Hoogenraad) is relevant.

Assessment Grid Unit 2: Question 2 (a)

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

(b) You have been asked to write an online article for thestudentroom.co.uk, explaining why maintaining your bike or car properly could save you money while at university. [20]

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 – students
- 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	Guidance
5	<p>17-20 marks</p> <ul style="list-style-type: none"> High level of creativity with some flair Confident and original expression Skilful engagement with audience Form and structure linked intelligently to content 	<p>High (19-20): 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>Low (17-18): 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>13-16 marks</p> <ul style="list-style-type: none"> Thoughtful creativity Well-crafted and controlled expression Effective engagement with audience Form and structure purposefully linked to content 	<p>High (15-16): 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>Low (13-14): Response consciously crafted for effect in places. Some purposeful language choices. Secure understanding of audience. Good structure.</p>
3	<p>9-12 marks</p> <ul style="list-style-type: none"> Reasonable creativity Sound expression Clear attempt to engage audience Form and structure sensibly linked to content 	<p>High (11-12): Clear personal voice. Creative linguistic choices. Clear engagement with target audience. Organises material for effect. Expression generally sound and style controlled.</p> <p>Low (9-10): 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>5-8 marks</p> <ul style="list-style-type: none"> Some creativity Basic expression with some accuracy Some awareness of audience Some attempt to match form and structure to content 	<p>High (7-8): 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>Low (5-6): Technical errors but they will not affect understanding. Some basic awareness of genre and audience in places. Some stylistic inconsistency.</p>
1	<p>1-4 marks</p> <ul style="list-style-type: none"> Limited creativity Errors in expression and lapses in clarity Limited sense of audience Limited attempt to link form and structure to content 	<p>High (3-4): 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>Low (1-2): 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	0 marks: 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 Demonstrate critical understanding of concepts and issues relevant to language use	AO3 Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
	10 marks	10 marks
5	<p>9-10 marks</p> <ul style="list-style-type: none"> Confident interpretation of the task e.g. genre and purpose Confident understanding of concepts and issues relevant to language use 	<p>9-10 marks</p> <ul style="list-style-type: none"> Confident analysis of contextual factors Productive discussion of the construction of meaning Perceptive evaluation
4	<p>7-8 marks</p> <ul style="list-style-type: none"> Effective awareness of the task e.g. genre and purpose Secure understanding of concepts and issues relevant to language use 	<p>7-8 marks</p> <ul style="list-style-type: none"> Effective analysis of contextual factors Some insightful discussion of the construction of meaning Purposeful evaluation
3	<p>5-6 marks</p> <ul style="list-style-type: none"> Sensible awareness of the task e.g. genre Sound understanding of concepts and issues relevant to language use 	<p>5-6 marks</p> <ul style="list-style-type: none"> Sensible analysis of contextual factors Generally clear discussion of the construction of meaning Relevant evaluation
2	<p>3-4 marks</p> <ul style="list-style-type: none"> Basic awareness of the task e.g. genre Reasonable understanding of concepts and issues relevant to language use 	<p>3-4 marks</p> <ul style="list-style-type: none"> Some valid analysis of contextual factors Undeveloped discussion of the construction of meaning Inconsistent evaluation
1	<p>1-2 marks</p> <ul style="list-style-type: none"> Some general awareness of the task e.g. genre Some understanding of concepts and issues relevant to language use 	<p>1-2 marks</p> <ul style="list-style-type: none"> Some general awareness of context Limited sense of how meaning is constructed Limited evaluation
0	0 marks: Response not credit worthy or not attempted	