



GCE AS MARKING SCHEME

SUMMER 2025

**AS
ENGLISH LANGUAGE - UNIT 2
2700U20-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

WJEC GCE ENGLISH LANGUAGE

UNIT 2: LANGUAGE ISSUES AND ORIGINAL AND CRITICAL WRITING

SUMMER 2025 MARK 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**.

Particular attention should be paid to the following instructions regarding marking:

- 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.
- Be positive in your approach: look for details to reward in the candidate's response rather than faults to penalise.
- As you read each candidate's response, annotate using wording from the Assessment Grid/Notes/Overview as appropriate. Tick points you reward and indicate inaccuracy or irrelevance where it appears.
- Explain your mark with summative comments at the end of each answer. Your comments should indicate both the positive and negative points as appropriate and be rooted in the language of the Assessment Grids.
- Use your professional judgement, in the light of standards set 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.
- Please do not use personal abbreviations or comments, 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

General Instructions – Applying the Mark Scheme

Where banded levels of response are given, it is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s).

Examiners must firstly decide the band for each tested AO that most closely describes the quality of the work being marked. Having determined the appropriate band, fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria, and all responses must be marked according to the banded levels provided for each question.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. **This is not a checklist for expected content in an answer, nor is it set out as a 'model answer'**. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the task and reward as directed by the banded levels of response.

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 features of the texts other than those mentioned in the mark scheme.

Question 1(a): Spoken language in professional settings (Language and Situation)

	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	

- 1.** The text below is an extract from a counselling training organisation's website, giving guidance on speaking strategies when counselling clients.

Read the text and then answer the question below. You should use appropriate terminology and provide relevant supporting examples.

- (a)** In your answer to the question that follows, you should:
- consider different professional settings and the relations between speakers in these
 - consider lexical and grammatical choices
 - consider contextual factors relevant to this text and other examples of spoken language in professional settings.

Using the extract as a starting point, analyse and evaluate how speakers use spoken language in professional settings. [40]

This question tests the candidate's ability to analyse language using appropriate terminology, to evaluate how the contextual factors have shaped meaning, and demonstrate an understanding of how language is used through critical selection of relevant concepts and issues. The candidate's ability to organise the response logically with clear topic sentences and a developing argument is also tested.

Overview

Analysing the extract given will provide a starting point for most responses. In all responses, there should be explicit demonstration of language knowledge. It will be important to judge the relevance of issues, concepts and theories in context and this should be done succinctly, showing clear critical understanding of the relationship between specific ideas and the focus question.

As well as their use of the extract, candidates must use a range of examples from their own experience such as student/teacher & classroom interactions; staff and customer interactions and doctor and patient interactions. Although the stimulus is a written text, it is important to realise that the question is focused on spoken interactions. Discussion of key concepts will address recognisable language use such as; deontic modality, direct address through second person pronouns and possessive determiners, formal lexical choices, subject specific lexis and jargon, enumerators, conditionals, subordination in clauses and discourse cohesion. Discussion of key issues will address the social implications of language use e.g. the relationship between participants, nature of the situation and interaction.

Amplification of spoken language in professional settings: the turn-taking behaviour (as specified in the extract for example, the counsellor gives the client space, does not take the floor if the client pauses); discourse structure (many professional interactions have predictable structures often consisting of adjacency pairs such as question & answer, or consisting of Initiation Response Feedback structures).

Characteristics of a successful response may include:

- confident analysis of the spoken language strategies outlined in the extract as a starting point before developing the argument to encompass a range of appropriate, carefully analysed wider examples
- explicit demonstration of language knowledge, e.g. abstract nouns used in stimulus 'silence', 'control', which are part of the professional communication by a counsellor
- critical application of relevant issues, concepts and theories, e.g. Initiation Response Feedback (Sinclair & Coulthard) which can be applied to the counselling setting, as the counsellor asks the client a question, the client responds, and the counsellor may give some feedback to encourage the client or acknowledge their response
- development of the above to include examples of other spoken interactions in professional situations such as the language of the classroom
- comprehensive evaluation of the effects of contextual factors, e.g. negotiation of power and the counsellor empowering the client by not filling silences
- development of the above to include examples of other situations such as doctor and patient conversations
- clear critical understanding of the relationship between specific ideas and the focus question
- thoughtful understanding of how context affects linguistic choices
- sophisticated awareness of the importance of audience, purpose, situation and occasion.

Characteristics of a less successful response may include:

- limited/non-specific discussion of the extract as a starting point
- limited provision of wider examples/response focusing entirely on the extract
- inaccurate use of terminology applied to demonstrate language knowledge
- lack of specific focus on the question
- generalised discussion of concepts/issues not used to explore the extract or the candidate's own examples
- lack of specific examples selected to support all points
- context discussed in general terms.

There are several concepts/issues/theories that candidates could explore. Candidates may apply concepts and issues as well as spoken language theories such as:

- register and tenor
- use of jargon/specialist lexis to convey status or expertise/professional role or avoidance of jargon/specialist lexis to be understood
- Standard English, e.g. avoid legalese and use 'plain' English
- very predictable and structured interactions (a bit like having a 'script') e.g. waiting staff in restaurant initiate interaction by asking if customers are ready to order
- repressive discourse strategies – where power is disguised through politeness, e.g. a teacher asking students to submit homework using a modal verb rather than an imperative 'can you submit by Friday?'
- accommodation theory (Giles) – how professional speakers may converge to audiences in order to make themselves understood or relatable
- face theory and politeness (Goffman; Brown & Levinson)
- speech act theory (Austin, Searle) the way in which language is used to make something happen in professional settings, e.g. a judge sentencing a convicted person in a court hearing makes it happen.

This is not a checklist. Reward other valid interpretations where they display relevant knowledge and use appropriate analytical methods.

Notes

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

Candidates should analyse and evaluate how, in the extract, there is an emphasis on supporting the client as part of their professional role. The extract also alerts readers to the fact that counsellors will be mostly asking questions (initiating a sequence) and then provide a summarised feedback on the client's response – which is a highly unusual way of communication (a form of IRF sequences, which are normally found in classroom interactions), which signals the specific professional setting of the counsellor and client. Candidates **must** also analyse different examples of spoken language where the participants are interacting in a professional setting.

Responses may make some of the following points:

- the importance of context such as, situation, purpose, genre and register
- relationship between speakers and their respective status, e.g. police officer interviewing suspect, sales assistant and customer
- importance of listening and turn-taking process; some professional settings have very specific patterns of communication (e.g. pilot to ATC) and work-based sociolects may also be in evidence.

Medium

- written mode text instructing would-be counsellors how to interact as a counsellor, so focus is on spoken language
- other examples of spoken language situations in different professional settings where the nature of the setting/profession affects the language and communicative behaviours of participants.

Tenor/register

- lack of direct address to create a sense of the neutral, but accepting tenor required of a counsellor (they cannot be too direct with a client) in contrast to professional settings where direct address is essential such as the classroom or a courtroom interaction
- formal register to create a sense of the professional relationship such as a counsellor/client, teacher/student or doctor/patient.

Content/Context Details

- emphasis on listening skills for counsellors to make clients feel that they are fully listened to and heard
- instruction that counsellor should not fill silences if client is not speaking, but counsellor is to show that counsellor is listening. This implies paralinguistic features such as eye contact, facial expression and gestures, as well as use of prosodic features when they do talk, especially when summarising or feeding back what client has said (they can't sound bored for example)
- counsellors are expected in their professional setting to ask questions of their clients. These questions are to be open so that clients can be helped to express what they think
- although the counsellor is the professional and as such has knowledge, power and superior conversational status in the setting, they are to avoid controlling the interaction, which may involve using very clear turn-taking cues, avoiding latch-ons and overlaps, as well as allowing silences in the interaction
- counsellors have to converge with their clients to a degree as they listen and feedback a summary of what the client has said; the counsellor will need to avoid using jargon or lexis that clients would not understand
- the lack of direct address in the extract probably reflects the avoiding of personal pronouns such as 'you' and 'I' or possessive determiners such as 'your' or 'my' to avoid making the client feel as if they have been put on the spot or that the counsellor is putting themselves too much into the interaction
- a range of the concepts and language features above must be applied to other professional settings.

This is not a checklist. Look for and reward valid alternatives.

Assessment Grid Unit 2: Question 1(a)

BAND	AO1	AO2	AO3
	20 marks	10 marks	10 marks
5	17-20 marks - Sophisticated methods of analysis - Confident use of a wide range of terminology - Perceptive discussion of topic - Coherent, academic style	9-10 marks - Detailed critical understanding of concepts - Perceptive discussion of issues - Confident and concise selection of supporting examples	9-10 marks - 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 - Effective methods of analysis - Secure use of a range of terminology - Thorough discussion of topic - Expression generally accurate and clear	7-8 marks - Secure understanding of concepts - Some intelligent discussion of issues - Consistent selection of apt supporting examples	7-8 marks - Effective analysis of contextual factors - Some insightful discussion of the construction of meaning - Purposeful evaluation of effectiveness of communication
3	9-12 marks - Sensible methods of analysis - Generally sound use of terminology - Competent discussion of topic - Mostly accurate expression with some lapses	5-6 marks - Sound understanding of concepts - Sensible discussion of issues - Generally appropriate selection of supporting examples	5-6 marks - Sensible analysis of contextual factors - Generally clear discussion of the construction of meaning - Relevant evaluation of effectiveness of communication
2	5-8 marks - Basic methods of analysis - Using some terminology with some accuracy - Uneven discussion of topic - Straightforward expression, with technical inaccuracy	3-4 marks - Some understanding of concepts - Basic discussion of issues - Some points supported by examples	3-4 marks - Some valid analysis of contextual factors - Undeveloped discussion of the construction of meaning - Inconsistent evaluation of effectiveness of communication
1	1-4 marks - Limited methods of analysis - Some grasp of basic terminology - Undeveloped discussion of topic - Errors in expression and lapses in clarity	1-2 marks - A few simple points made about concepts - Limited discussion of issues - Few examples cited	1-2 marks - 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		

(b) Write a dramatic monologue in which a character is making an important decision. [20]

Write a dramatic monologue – a script for performance in the single voice of the character – in which they consider their options.

In planning your response, you should:

- consider the key features of the genre
- consider the relationship with the target audience
- consider lexical and grammatical features.

Aim to write approximately 300 words.

This question tests the candidate's ability to use English to communicate in different ways, to demonstrate expertise in shaping, crafting and developing ideas, and to show creativity in engaging an audience.

Overview

Characteristics of a successful response may include:

- form suitable for dramatic monologue script: some stage directions, first person voice
- sophisticated sense of genre
- focused, thoughtful content
- effective stylistic choices, e.g. structure, direct address, idiolect features to create a distinctive voice
- clear understanding of the purpose, e.g. entertain
- insightful awareness of the audience/reader's needs, e.g. accessible topic choice of the decision the character faces
- linguistic choices appropriate to genre, e.g. semantic fields, lexical sets, subject specific lexis, non-standard grammar to convey spontaneous thoughts
- consistent control of viewpoint, e.g. first person at all times, no dialogue – but can include reported speech
- appropriate and relevant information, e.g. revealing the options the character is considering
- clear, logical and appropriate structure to engage the audience, e.g. flashback to provide relevant details and develop narrative
- figurative techniques to encourage audience sympathy e.g. metaphor
- creative development of appropriate details
- well-selected and developed content, e.g. nature of decision
- astute contextual awareness of the medium, e.g. the character may not come to any definite decision
- effective stylistic choices, e.g. contrasting moods such as pathetic fallacy (e.g. daytime versus night-time)
- structural devices, e.g. circular or in medias res
- a creative sense of character established through voice such as non-standard dialect
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre, e.g. narrative fiction, including development of other characters and dialogue
- limited awareness of the audience's needs, e.g. undeveloped voice or central character
- unconvincingly addressing the requirements of the task, e.g. character is not considering an important decision
- over-reliance on stage directions rather than monologue to establish back-story

- awkward, inappropriate or incoherent written expression
- struggle to maintain focus on observation of character, e.g. telling rather than showing
- issues with clarity and accuracy
- loss of tight focus of prescribed viewpoint, e.g. undeveloped notion of considering options
- over-reliance on stimulus material, e.g. character describes counselling session using number of phrases from stimulus material.

This is not a checklist. Reward other valid approaches.

Assessment Grid Unit 2: Question 1(b)

BAND	AO5 Demonstrate expertise and creativity in the use of English in different ways
5	17-20 marks • High level of creativity with some flair • Confident and original expression • Skilful engagement with audience • Form and structure linked intelligently to content
4	13-16 marks • Thoughtful creativity • Well-crafted and controlled expression • Effective engagement with audience • Form and structure purposefully linked to content
3	9-12 marks • Reasonable creativity • Sound expression • Clear attempt to engage audience • Form and structure sensibly linked to content
2	5-8 marks • Some creativity • Basic expression with some accuracy • Some awareness of audience • Some attempt to match form and structure to content
1	1-4 marks • Limited creativity • Basic expression with some accuracy • Some awareness of audience • Limited attempt to link form and structure to content
0	0 marks: Response not credit-worthy

- (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).

This question tests the candidate's ability to analyse and evaluate the ways in which contextual factors affect linguistic choices and shape meaning. Responses should demonstrate an understanding of how language is used through critical selection of relevant language concepts and issues and be organised logically with clear topic sentences and a developing argument.

Overview

Characteristics of a successful response may include:

- well-chosen references that support the points made concisely and precisely
- tightly focused, meaningful analysis making effective use of examples and possibly bringing in a wide range of sources/ideas
- critical application of relevant issues, concepts and theories, where appropriate
- clear understanding of spoken/written language features evident
- clear appreciation that contextual factors shape the content, language and grammatical structures
- thoughtful understanding of how context affects linguistic choices
- productive explorations of the implications of contextual factors
- well-informed analysis of stylistic variation
- comprehensive evaluation of effect of contextual factors
- sophisticated awareness of the importance of audience, purpose, situation and occasion.

Characteristics of a less successful response may include:

- some linguistic knowledge although it may not always be accurate
- limited range of points through the response
- limited development of points through the response
- a reliance on largely describing and/or summarising content
- lack of specific focus on the question
- lack of specific examples selected to support all points
- focus on irrelevant general features of spoken/written language
- some stylistic inconsistency
- some overview of appropriate but general contextual factors such as audience and/or purpose
- context discussed in general terms.

This is not a checklist. Reward other valid approaches.

Assessment Grid Unit 2: Question 1(c)

BAND	AO2	AO3
	10 marks	10 marks
5	9-10 marks - Confident interpretation of the task - Confident understanding of concepts and issues relevant to language use	9-10 marks - Confident analysis of contextual factors - Productive discussion of the construction of meaning - Perceptive evaluation
	7-8 marks - Effective awareness of the task - Secure understanding of concepts and issues relevant to language use	7-8 marks - Effective analysis of contextual factors - Some insightful discussion of the construction of meaning - Purposeful evaluation
	5-6 marks - Sensible awareness of the task - Sound understanding of concepts and issues relevant to language use	5-6 marks - Sensible analysis of contextual factors - Generally clear discussion of the construction of meaning - Relevant evaluation
	3-4 marks - Basic awareness of the task - Reasonable understanding of concepts and issues relevant to language use	3-4 marks - Some valid analysis of contextual factors - Undeveloped discussion of the construction of meaning - Inconsistent evaluation
	1-2 marks - Some general awareness of the task - Some understanding of concepts and issues relevant to language use	1-2 marks - Some general awareness of context - Limited sense of how meaning is constructed - Limited evaluation
0	0 marks: Response not credit-worthy	

Question 2 (a): Language of instructions (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	

2. The text below is an extract from the return instructions that came with a pair of shoes that were bought online. Read the extract and then answer the question below. You should use appropriate terminology and provide relevant supporting examples.

- (a) In your answer to the question that follows, you should:
- consider lexical and grammatical choices
 - consider relevant features of advisory and/or instructional texts
 - consider contextual factors relevant to this extract as well as other examples of guidance and/or advice

Using the extract as a starting point, analyse and evaluate how the language of advisory/instructional texts encourages audiences to comply.

[40]

This question tests the candidate's ability to analyse language using appropriate terminology, to evaluate how the contextual factors have shaped meaning, and demonstrate an understanding of how language is used through critical selection of relevant concepts and issues. The candidate's ability to organise their response logically with clear topic sentences and a developing argument is also tested.

Overview

Analysing the extract given will provide a starting point for most responses. In all responses, there should be explicit demonstration of language knowledge. It will be important to judge the relevance of issues, concepts and theories in context and this should be done succinctly, showing clear critical understanding of the relationship between specific ideas and the focus question.

As well as their use of the extract, candidates **must** use a range of examples from their own experience, such as student – school/college learner contract; instructions for using/installing equipment or software; recipes; advice for difficulties/problems such as those found on internet forums. Discussion of key concepts will address recognisable language use e.g. Standard and Non-Standard English, discourse markers, modal verbs and mitigated imperatives. Discussion of key issues will address the contextual implications of language use, e.g. the relationship between (anonymous) text producer and audience; nature of the genre of written texts; contextual factors such as where the text is encountered and how the text is intended to empower audiences and how this might be achieved.

Characteristics of a successful response may include:

- confident analysis of the extract as a starting point before developing the argument to encompass a range of appropriate, carefully analysed wider examples
- explicit demonstration of language knowledge, e.g. discourse structure (step-by-step outline of the process for returning item)
- critical application of relevant issues, concepts and theories, e.g. synthetic personalisation and face
- comprehensive evaluation of effect of contextual factors

- clear critical understanding of the relationship between specific ideas and the focus of the question
- thoughtful understanding of how context affects linguistic choices
- sophisticated awareness of the importance of audience, purpose, situation and occasion.

Characteristics of a less successful response may include:

- limited/non-specific discussion of the extract as a starting point
- limited provision of wider examples/response focusing entirely on the extract
- inaccurate use of terminology applied to demonstrate language knowledge
- lack of specific focus on the question
- generalised discussion of concepts/issues not used to explore extract or the candidate's own examples
- lack of specific examples selected to support all points
- context discussed in general terms.

There are several concepts/issues/theories that candidates could explore:

- register (the semi-formal register adopted in the extract) and tenor (personable, non-judgemental – customers are allowed to be disappointed)
- accommodation theory (Giles) – the way in which the text is written to converge to a wide range of audiences, avoiding jargon, using clear numbered steps (syndetic/asyndetic listing)
- types of power (Fairclough; Wareing) – e.g. power behind the discourse (company can refuse to refund goods that are damaged)
- Grice's maxims –text producers may flout quantity, using brand name (proper noun) to refer to shoes without using "shoes", or "footwear"
- face theory and politeness (Goffman; Brown & Levinson) –mitigation when instructing audience how to return shoes
- development of the above to include examples of other texts such as warning signs, recipes and instruction manuals.

This is not a checklist. Credit other valid interpretations where they display relevant knowledge and use appropriate analytical methods.

Notes

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

Candidates should analyse and evaluate how, in the extract, the text aims to encourage the audience to comply, before moving on to a wider consideration of other instructional/advisory text types. Candidates **must** also analyse different examples of how text writers can use their power behind the discourse to advise and instruct their audience.

Examples may include (but need not be limited to):

- school or college contracts which provide 'rules' for students but also indicate what support is available for students
- instruction leaflets such as those included with devices or flatpack furniture
- recipes
- advisory leaflets (such as those found in a GP surgery on healthy lifestyles)
- advisory texts found online such as on message boards for specific topics or issues (e.g. using particular software or applications)
- public signage
- agony aunt/uncle giving advice on relationships.

Responses may make some of the following points:

- the importance of context such as situation, purpose, genre or register, e.g. the relationship between text producer and audience
- large company/brand and their customer in the case of the extract means that synthetic personalisation is used to create a sense of direct personal touch for the customer
- using direct address to establish and maintain relationship
- use of conditional parenthetical structure “(but if not...)” allows the customer to be unhappy with their purchase, however unlikely the company thinks this is
- how writers position themselves in relation to their target audience, e.g. they may indicate that they have had a similar problem and can therefore provide empowering advice
- how different writers’ level of expertise might affect their language usage, such as converging to non-experts by avoiding jargon and using easily understood analogies.

Medium

- written, can be print-based or online.

Tenor

- sense of sympathy, warmth, and encouragement from text producer to readers
- impersonal more directive tenor such as information signs.

Content/Context Details

- use of first-person plural pronoun ‘we’ to create a relationship with the customer
- positive lexical choices such as the verb ‘hope’
- use of direct address with second person pronoun ‘you’
- limited subject specific lexis, proper noun ‘Crocs’ the brand name of the shoes, use of lower order lexis/high frequency lexis to make the text easily understood
- deictic references to what the customer will see when completing the returns process “the return request link” with the determiner ‘the’ indicating there is only one
- asyndetic listing of the steps (in correct order) customer needs to undertake
- negative politeness with use of ‘please’ to mitigate some of the imperative sentences, ‘Please note that Crocs themselves...’
- deontic modal verb ‘You will be sent...’ is confident and alerts readers as to what to expect as part of the process
- conditional clauses, ‘If you have received a defective item...’ to allow for different issues
- use of plural nouns/noun phrases ‘the item(s)’ which indicate that customer can return as many items as they wish.

This is not a checklist. Look for and reward valid alternatives.

Assessment Grid Unit 2: Question 2(a)

BAND	AO1	AO2	AO3
	20 marks	10 marks	10 marks
5	17-20 marks - Sophisticated methods of analysis - Confident use of a wide range of terminology - Perceptive discussion of topic - Coherent, academic style	9-10 marks - Detailed critical understanding of concepts - Perceptive discussion of issues - Confident and concise selection of supporting examples	9-10 marks - 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 - Effective methods of analysis - Secure use of a range of terminology - Thorough discussion of topic - Expression generally accurate and clear	7-8 marks - Secure understanding of concepts - Some intelligent discussion of issues - Consistent selection of apt supporting examples	7-8 marks - Effective analysis of contextual factors - Some insightful discussion of the construction of meaning - Purposeful evaluation of effectiveness of communication
3	9-12 marks - Sensible methods of analysis - Generally sound use of terminology - Competent discussion of topic - Mostly accurate expression with some lapses	5-6 marks - Sound understanding of concepts - Sensible discussion of issues - Generally appropriate selection of supporting examples	5-6 marks - Sensible analysis of contextual factors - Generally clear discussion of the construction of meaning - Relevant evaluation of effectiveness of communication
2	5-8 marks - Basic methods of analysis - Using some terminology with some accuracy - Uneven discussion of topic - Straightforward expression, with technical inaccuracy	3-4 marks - Some understanding of concepts - Basic discussion of issues - Some points supported by examples	3-4 marks - Some valid analysis of contextual factors - Undeveloped discussion of the construction of meaning - Inconsistent evaluation of effectiveness of communication
1	1-4 marks - Limited methods of analysis - Some grasp of basic terminology - Undeveloped discussion of topic - Errors in expression and lapses in clarity	1-2 marks - A few simple points made about concepts - Limited discussion of issues - Few examples cited	1-2 marks - 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		

(b) Write an opinion piece for a newspaper in which you discuss the advantages and/or disadvantages of internet shopping. [20]

In planning your response, you should:

- consider the key features of the opinion or column genre and persuasive writing
- consider the relationship with the target audience
- consider lexical and grammatical features.

You do not need to set it out like a newspaper column. Aim to write approximately 300 words.

This question tests the candidate's ability to use English to communicate in different ways, to demonstrate expertise in shaping, crafting and developing ideas, and to show creativity in engaging an audience.

Overview

Characteristics of a successful response may include:

- sophisticated sense of genre
- focused, thoughtful content
- effective stylistic choices, e.g. direct address and synthetic personalisation to create relationship
- clear understanding of the purpose
- insightful awareness of the audience's/reader's needs
- linguistic choices appropriate to genre
- consistent control of viewpoint
- clear, logical and appropriate structure to engage the audience/reader
- content drawn from the stimulus material but creative development of appropriate details
- well-selected and developed content
- demonstration of expertise and self-assurance, flair and originality
- language consciously and creatively manipulated for persuasive/entertaining effect
- understanding of genre and style which underpins choices made about form/structure
- confident voice
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- over-complication of argument, moving beyond internet shopping and discussing internet usage more widely
- limited awareness of the reader's/audience's needs
- an inability to convincingly meet the requirements of the task, e.g. no sense of argument or persuasive purpose
- limited exemplification
- awkward, inappropriate or incoherent written expression
- a struggle to maintain focus on topic
- over-reliance on stimulus material, e.g. writing only about having to return Crocs
- limited engagement of audience, e.g. ineffective language/stylistic choices
- issues with clarity and/or accuracy.

This is not a checklist. Reward other valid approaches.

Assessment Grid Unit 2: Question 2(b)

BAND	AO5 Demonstrate expertise and creativity in the use of English in different ways
	17-20 marks
5	• High level of creativity with some flair • Confident and original expression • Skilful engagement with audience • Form and structure linked intelligently to content
	13-16 marks
4	• Thoughtful creativity • Well-crafted and controlled expression • Effective engagement with audience • Form and structure purposefully linked to content
	9-12 marks
3	• Reasonable creativity • Sound expression • Clear attempt to engage audience • Form and structure sensibly linked to content
	5-8 marks
2	• Some creativity • Basic expression with some accuracy • Some awareness of audience • Some attempt to match form and structure to content
	1-4 marks
1	• Limited creativity • Basic expression with some accuracy • Some awareness of audience • Limited attempt to link form and structure to content
0	0 marks: Response not credit-worthy

(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).

This question tests the candidate's ability to analyse and evaluate the ways in which contextual factors affect linguistic choices and shape meaning. Responses should demonstrate an understanding of how language is used through critical selection of relevant language concepts and issues and be organised logically with clear topic sentences and a developing argument.

Overview

Characteristics of a successful response may include:

- well-chosen references that support the points made concisely and precisely
- tightly focused, meaningful analysis, making effective use of examples and possibly bringing in a wide range of sources/ideas
- critical application of relevant issues, concepts and theories, where appropriate
- clear understanding of spoken/written language features evident
- clear appreciation that contextual factors shape the content, language and grammatical structures
- thoughtful understanding of how context affects linguistic choices
- productive explorations of the implications of contextual factors
- well-informed analysis of stylistic variation
- comprehensive evaluation of effect of contextual factors
- sophisticated awareness of the importance of audience, purpose, situation and occasion.

Characteristics of a less successful response may include:

- a demonstration of some linguistic knowledge although it may not always be accurate
- a limited number of points developed through the response
- a reliance upon describing and/or summarising content
- lack of specific focus on the question
- lack of specific examples selected to support all points
- focus on irrelevant general features of spoken/written language
- some stylistic inconsistency
- some overview of appropriate but general contextual factors such as audience and/or purpose
- context discussed in general terms.

This is not a checklist. Reward other valid approaches.

Assessment Grid Unit 2: Question 2(c)

BAND	AO2	AO3
	10 marks	10 marks
5	9-10 marks - Confident interpretation of the task, e.g. genre and purpose - Confident understanding of concepts and issues relevant to language use	9-10 marks - Confident analysis of contextual factors - Productive discussion of the construction of meaning - Perceptive evaluation
	7-8 marks - Effective awareness of the task, e.g. genre and purpose - Secure understanding of concepts and issues relevant to language use	7-8 marks - Effective analysis of contextual factors - Some insightful discussion of the construction of meaning - Purposeful evaluation
	5-6 marks - Sensible awareness of the task, e.g. genre - Sound understanding of concepts and issues relevant to language use	5-6 marks - Sensible analysis of contextual factors - Generally clear discussion of the construction of meaning - Relevant evaluation
	3-4 marks - Basic awareness of the task, e.g. genre - Reasonable understanding of concepts and issues relevant to language use	3-4 marks - Some valid analysis of contextual factors - Undeveloped discussion of the construction of meaning - Inconsistent evaluation
	1-2 marks - Some general awareness of the task, e.g. genre - Some understanding of concepts and issues relevant to language use	1-2 marks - Some general awareness of context - Limited sense of how meaning is constructed - Limited evaluation
0	0 marks: Response not credit-worthy	