

Unit 2: Language Issues and Original and Critical Writing

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 at the start of each Section and also 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 candidates' 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 assessment objective 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.

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- In the case of a rubric infringement, mark all the answers and then delete the lowest mark commensurate with the fulfilling of the rubric. **Please write "rubric infringement" on the front cover of the script.** At the end of the marking period send a list with full details of the rubric infringements to the WJEC GCE English Subject Officer: please explain clearly the nature of the difficulty and give centre and candidate number.
- If you wish to refer a script to the Principal Examiner for a second opinion, if, for example, poor handwriting makes fair assessment difficult, then write "Refer to P/E" on the front of the script. Send a note of the centre and candidate number to the WJEC GCE English Subject Officer at the end of the marking period.
- 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 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: control and domination (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 ways in which participants can control and dominate spoken interactions.

In your answer, you should consider:

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

(40 marks)

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 this should be succinctly, 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. non-fluency features in spoken discourse, the use of interruption. Discussion of key issues will address the social implications of language use e.g. the relationship between dominance and status, contextual factors

The question focuses on a specific kind of language use (e.g. the ways speakers can control and dominate discourse) 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 language can be used to control spoken interaction, 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 dominance in a range of different spoken language contexts.

Responses may make some of the following points:

- the importance of context i.e. situation, purpose, genre, register etc.
- the relationships between participants e.g. status/role, function, face needs, shared knowledge, audience etc.
- the way tenor/manner shapes a speaker's choice of lexis, grammar and prosodic features
- the effect of turn-taking (adjacency pairs, overlaps, interruptions etc.) and how this may give a speaker control
- the use of different utterance types and how this affects dominance - especially the choice of different grammatical moods (imperative, interrogative) and fragmentary structures
- the extent to which a speaker may accommodate and/or cooperate with others
- the use of monitoring devices, topic shifts, discourse markers, length of utterances etc. to set an agenda
- the presence of non-fluency features e.g. hesitations, pauses, false starts etc. and what these imply about the effectiveness of an utterance
- a speaker's use of prosodic features for reinforcement e.g. intonation, stress, pitch, pauses for dramatic effect, etc.

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Assessment Grid Unit 2: Question 1 (a)

BAND	AO1	AO2	AO3
	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. turn-taking, modality) Perceptive discussion of issues (e.g. identity, status, gender) 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. turn-taking, modality) Some intelligent discussion of issues (e.g. identity, status, gender) 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. turn-taking, modality) Sensible discussion of issues (e.g. identity, status, gender) 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. turn-taking, modality) Basic discussion of issues (e.g. identity, status, gender) 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. turn-taking, modality) Limited discussion of issues (e.g. identity, status, gender) 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		

Question 1 (b)

(b) You have been asked to contribute to a guidebook for new teachers called *Dominating without Alienating*. Write an entry in which you give advice on how to use language to create good relationships in the classroom.

In planning your response, you should consider:

- the key features of the genre
- the relationship with the reader
- the kinds of lexical and grammatical choices that teachers need to make.

Aim to write about 350 words.

(20 marks)

This creative response should take an appropriate form for an advisory text. The entry should focus only on how teachers should create good relationships in the classroom. Learners may make use of the extract in part (a) as a starting point for examples of good and bad practice.

Approaches should include:

- some sense of genre e.g. headings, examples
- an awareness of the specialist audience (teachers)
- focused content e.g. techniques and effects
- effective stylistic choices e.g. advisory tone
- appropriate and engaging written expression

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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	17-20 marks <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 	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. 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.
4	13-16 marks <ul style="list-style-type: none"> • Thoughtful creativity • Well-crafted and controlled expression • Effective engagement with audience • Form and structure purposefully linked to content 	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. Low (13-14): Response consciously crafted for effect in places. Some purposeful language choices. Secure understanding of audience. Good structure.
3	9-12 marks <ul style="list-style-type: none"> • Reasonable creativity • Sound expression • Clear attempt to engage audience • Form and structure sensibly linked to content 	High (11-12): Clear personal voice. Creative linguistic choices. Clear engagement with target audience. Organises material for effect. Expression generally sound and style controlled. 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.
2	5-8 marks <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 	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. Low (5-6): Technical errors but they will not affect understanding. Some basic awareness of genre and audience in places. Some stylistic inconsistency.
1	1-4 marks <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 	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. 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.
0	0 marks: 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 marks)

Assessment Grid Unit 2: Question 1 (c)

BAND	AO2	AO3
	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 (a): politeness (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 this extract and your own knowledge, analyse and evaluate the linguistic devices we use in our everyday interactions to show politeness.

In your answer, you should consider:

- the relationship between participants, the tenor and the function of the interaction
- relevant features of spoken language
- lexical and grammatical choices
- contextual factors.

(40 marks)

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 this should be succinctly, 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 role of modality in politeness, the choice of grammatical mood. Discussion of key issues will address the social implications of language use e.g. the relationship between participants, the use of negative politeness to avoid embarrassment.

The question focuses on a specific kind of language use (e.g. politeness) 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 extract discusses the concept of 'politeness' and the ways in which grammatical choices can influence the level of politeness, this is likely to be the starting point for many responses. Learners may pick up key words from the quotation like 'consideration' and look at the role interjections like 'please' play in avoiding conflict in spoken interactions. In a wider sense, they may address the idea of politeness as a cultural construct used to bridge social gaps e.g. with people in authority or strangers. Discussion may also address some of the following key issues: face needs, gender, changes in attitudes to politeness e.g. different age groups, periods etc.

Responses may make some of the following points:

- positive politeness forms i.e. to make the hearer feel good (e.g. hedging, use of inclusive first person plural pronouns, show interest in hearer, compliments etc) - reflect our need for social acceptance/approval
- negative politeness forms (dominant in British English) i.e. to avoid embarrassment or social awkwardness (e.g. indirect grammatical forms, apologies, passive voice, using interrogatives instead of imperatives) - reflect our unwillingness to impose on others
- the effect of context and purpose: familiar, informal situations - politeness conventions can be more direct (e.g. 'Please open the window for me.');
- in formal situations, indirect structures avoid offence (e.g. 'I was wondering whether you would be able to open the window for me, please.')
- topic selection: opening tokens (e.g. 'How was your journey?', 'How do you do.?', 'Pleased to meet you.', 'Isn't the weather awful.');
- other-orientated (e.g. polite enquiries about family, shared friends); closing tokens ('It was so good to meet you.', 'Do come again.', 'I look forward to hearing from you soon.')
- phatic function of interjections in creating a relationship e.g. 'please', 'thanks', 'sorry', 'my bad'
- terms of address to show respect, equality or familiarity: the use of honorifics (e.g. a Plaid Cymru assembly member was ordered to leave the chamber during a debate in 2004 when she called the Queen 'Mrs Windsor');
- full vs familiar names; in formal emails including 'if I may' when a recipient may be offended by the choice of a familiar term of address (e.g. first name)
- the length of utterances
- the importance of modality and grammatical mood
- the use of non-verbal signals to mark cooperation: non-verbal vocalisations/affirmations, smiles, nods, laughs
- cooperative turn-taking: smooth latches rather than interruptions and overlaps; length and content of turns
- conversely, politeness used to challenge; impoliteness – non-collaborative speech acts

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Assessment Grid Unit 2: Question 2 (a)

BAND	AO1	AO2	AO3
	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. stages of language acquisition, turn-taking, modality) Perceptive discussion of issues (e.g. identity, status, gender) 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. stages of language acquisition, turn-taking, modality) Some intelligent discussion of issues (e.g. identity, status, gender) 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. stages of language acquisition, turn-taking, modality) Sensible discussion of issues (e.g. identity, status, gender) 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. stages of language acquisition, turn-taking, modality) Basic discussion of issues (e.g. identity, status, gender) 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. stages of language acquisition, turn-taking, modality) Limited discussion of issues (e.g. identity, status, gender) 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		

Question 2 (b)

(b) Tell a light-hearted or comic story through a sequence of emails sent between two people who adopt very different levels of politeness. There must be a clear sense of narrative development, but you do not have to bring your story to a conclusion.

In planning your response, you should consider:

- the key features of the genre
- the relationship between the characters and their situation(s)
- the kinds of lexical and grammatical choices that each character makes.

Aim to write about 350 words.

(20 marks)

This response should use a sequence of emails as the medium for storytelling. Learners must create two correspondents each with a distinctive style, explicitly using different lexical and grammatical structures and different tenors to indicate politeness and impoliteness.

Approaches should include:

- some sense of genre (netspeak) e.g. grammatical fragments, short paragraphs, relative informality (or an inappropriate level of formality)
- some features of narrative structure e.g. plot development
- engagement of the audience through the story telling e.g. characterisation
- effective stylistic choices e.g. the creation of anticipation
- appropriate and coherent expression i.e. language choices linked to the medium and participants e.g. non-standard spelling, elliptical structures, multiple punctuation marks

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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;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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) 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 marks)

Assessment Grid Unit 2: Question 2 (c)

BAND	AO2	AO3
	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	