



GCE AS MARKING SCHEME

SUMMER 2019

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

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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.

WJEC GCE AS ENGLISH LANGUAGE - UNIT 2
LANGUAGE ISSUES AND ORIGINAL AND CRITICAL WRITING
SUMMER 2019 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.
- 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 are 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.

This mark scheme instructs examiners to 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, or set out as a 'model answer'**, as responses must be marked in the banded levels of response provided for each question. 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 the light of the text 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 schemes.

General Notes

In making judgements, look carefully at 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 (a): Written persuasion (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 | |

The following extract is an edited version of an advertising campaign for a fruit drink taken from the Ribena website.

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

- (a) **Using the extract as a starting point, analyse and evaluate the linguistic features of persuasive written texts. You must refer to other examples of persuasive written texts in your response.** [40]

In your answer, you should consider:

- lexical and grammatical choices
- audience and purpose
- persuasive features in this text and other written examples.

Overview

Analysing the extract given will provide a starting point for 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 referenced 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 e.g. other print advertisements, persuasive charity letters, flyers, written speeches, blogs, reviews etc.

There are several theories, issues and concepts that candidates could use e.g. synthetic personalisation (Fairclough), influential power, the pragmatics of advertising, connotations, rhetoric, the use of pronouns, positive and negative adjectives, emotive lexis, figurative language, interrogatives, imperatives etc.

This is not an exhaustive list. It is important to reward valid, well-supported ideas.

The question focuses on a specific kind of language use (**persuasive written texts**) and responses should show an understanding of how context affects linguistic choices. All responses will show some awareness of the importance of audience and purpose.

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
- critical application of relevant issues, concepts and theories
- comprehensive evaluation of the effect of contextual factors
- clear critical understanding of the relationship between specific ideas and the focus question
- focused discussion of key concepts
- focused discussion of key issues
- 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.

Notes

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

Given the focus of the question, candidates should analyse and evaluate the use of language in the extract to show how the advertising campaign persuades its intended audience. They must also analyse different examples of persuasive written texts.

Responses may make some of the following points:

- the importance of context e.g. audience, purpose, genre, register
- levels of formality e.g. colloquialism
- the use of positive/negative adjectives/modifiers
- terms of address
- emotive lexis
- hyperbole
- intentional manipulation of phonological devices
- variation of sentence types and lengths
- different grammatical moods
- figurative language
- patterning and other rhetorical devices
- status
- tone
- formatting features e.g. images, headings.

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

Assessment Grid Unit 2: Question 1(a)

| BAND | AO1 | AO2 | AO3 |
|----------|--|--|--|
| | Apply appropriate methods of language analysis, using associated terminology and coherent written expression 20 marks | Demonstrate critical understanding of concepts and issues relevant to language use 10 marks | Analyse and evaluate how contextual factors and language features are associated with the construction of meaning 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. rhetoric, nature of written persuasion) Perceptive discussion of issues (e.g. synthetic personalisation, influential power) 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. rhetoric, nature of written persuasion) Some intelligent discussion of issues (e.g. influential power) 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. rhetoric) Sensible discussion of issues (e.g. power and influence) 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. rhetoric) Basic discussion of issues (e.g. influence) 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. persuasion) Limited discussion of issues (e.g. influence) 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 | | |

Question 1 (b)

(b) Write a product review for a lifestyle magazine.

[20]

In planning your response, you should consider:

- the key features of the review genre
- your intended audience in relation to the product
- the tenor of the text
- lexical and grammatical features.

Aim to write approximately 350 words.

This creative response should take an appropriate form for a review and should focus on describing and evaluating a product. Candidates may make use of the extract in part (a) as a starting point for examples of a narrative or history of a product.

Characteristics of a successful response may include:

- suitable form
- sophisticated sense of genre
- focused, thoughtful content e.g. techniques and effects
- effective stylistic choices
- clear understanding of the purpose
- insightful awareness of the audience's/reader's needs
- linguistic choices appropriate to genre
- consistent control of viewpoint
- appropriate and relevant information
- clear, logical and appropriate structure to engage the audience/reader
- creative development of appropriate details
- well-selected and developed content
- astute contextual awareness of the medium
- effective stylistic choices
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre
- limited awareness of the reader's / audience's needs
- does not convincingly meet the requirements of the task
- awkward, inappropriate or incoherent written expression
- struggles to sustain writing
- issues with clarity and accuracy
- over-reliance on stimulus material.

This is not a checklist. Reward other valid alternatives.

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 | <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 | 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 | <p>High (15-16): Strong sense of the writer as an individual. Thoughtful creativity. Some assured linguistic choices. Response shaped by an understanding of 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. Effective structure.</p> |
| 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 | <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 | 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 | <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 | 1-4 marks <ul style="list-style-type: none"> • Limited creativity • Basic expression with some accuracy • Some awareness 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 | |

(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).

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 the effect of contextual factors
- sophisticated awareness of the importance of audience, purpose, situation and occasion.

Characteristics of a less successful response may include:

- demonstration of some linguistic knowledge although it may not always be accurate
- a limited number of points developed through the response
- largely descriptive and/or summative content
- lack of specific focus on the question
- lack of specific examples selected to support all points
- focus on irrelevant general features of 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 |
|-------------|---|---|
| | Demonstrate critical understanding of concepts and issues relevant to language use 10 marks | Analyse and evaluate how contextual factors and language features are associated with the construction of meaning 10 marks |
| 5 | <p align="center">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 align="center">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 align="center">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 align="center">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 align="center">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 align="center">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 align="center">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 align="center">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 align="center">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 align="center">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 | |

Question 2 (a): Context and spoken language (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 | |

The following transcript is an edited version of a conversation between New York Air Traffic Control and the pilot of an airbus (Cactus fifteen forty-nine). Air Traffic Control (ATC) wants the pilot to turn back and land at another airport. The pilot does not think he can do that.

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

- (a) Using the extract as a starting point, analyse and evaluate how context affects spoken language choices. You must refer to other examples of how context affects spoken language choices in your response. [40]**

In your answer, you should consider:

- lexical and grammatical choices
- relevant features of spoken language
- contextual factors.

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 referenced 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 e.g. negotiations, interviews, teacher/pupil interactions, conversations relating to occupation requiring specialist/shared knowledge, situations where there is a need for clear instructions, sports commentaries where ellipsis for concision and precise adverbials are used.

There are several theories, issues and concepts that candidates could use e.g. jargon, field specific lexis, provisional language, fluency, modal verbs, pronouns, the relationship between participants (e.g. status, influence, gender, age) politeness, formality, tone.

This is not an exhaustive list. It is important to reward valid, well-supported ideas.

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

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
- critical application of relevant issues, concepts and theories
- comprehensive evaluation of the effect of contextual factors
- clear critical understanding of the relationship between specific ideas and the focus question
- focused discussion of key concepts
- focused discussion of key issues
- 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.

Notes

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

As the extract is a conversation between Air Traffic Control and a pilot in a difficult situation, this is likely to be the starting point for many responses. Candidates may then decide to discuss other difficult situations or other situations in which there is some form of negotiation or problem solving. Discussion may also address some of the following key issues: language used in an emergency, face theory, accommodation theory, Grice – the need for brevity and clarity.

Responses may make some of the following points:

- the relationship between the participants and how this influences terms of address, language choice
- the language of professionals, group language, and shared understanding
- specialist language
- levels of fluency
- utterance types and lengths
- grammatical moods
- purpose
- politeness
- idiolect
- how language changes as the situation changes
- discourse features
- turn-taking – adjacency pairs, the use of back-channel behaviour and monitoring features.

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

Assessment Grid Unit 2: Question 2(a)

| BAND | AO1 | AO2 | AO3 |
|------|--|--|--|
| | Apply appropriate methods of language analysis, using associated terminology and coherent written expression 20 marks | Demonstrate critical understanding of concepts and issues relevant to language use 10 marks | Analyse and evaluate how contextual factors and language features are associated with the construction of meaning 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. rhetoric, nature of written persuasion) Perceptive discussion of issues (e.g. synthetic personalisation, influential power) 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. rhetoric, nature of written persuasion) Some intelligent discussion of issues (e.g. influential power) 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. rhetoric) Sensible discussion of issues (e.g. power and influence) 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. rhetoric) Basic discussion of issues (e.g. influence) 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. persuasion) Limited discussion of issues (e.g. influence) 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 | | |

Question 2 (b)

(b) Write an extract from a short story in which a character has to solve a problem. [20]

In planning your response, you should consider:

- the key features of a short story
- the relationship between the character and the problem to be solved
- lexical and grammatical features.

Aim to write approximately 350 words.

This response should use the situation to develop the plot of a story extract. Candidates will probably invent their own difficult situation, but it should follow the conventions of short stories with thoughtful characterisation and development.

Characteristics of a successful response may include:

- suitable form
- sophisticated sense of genre
- focused, thoughtful content e.g. techniques and effects
- effective stylistic choices
- clear understanding of the purpose
- insightful awareness of the audience/reader's needs
- linguistic choices appropriate to genre
- consistent control of viewpoint
- appropriate and relevant information
- clear, logical and appropriate structure to engage the audience/reader
- creative development of appropriate details
- well-selected and developed content
- astute contextual awareness of the medium
- effective stylistic choices
- appropriate, accurate and coherent written expression.

Characteristics of a less successful response may include:

- misunderstanding of the genre
- limited awareness of the reader's / audience's needs
- does not convincingly meet the requirements of the task
- limited differentiation of characters
- awkward, inappropriate or incoherent written expression
- struggles to maintain focus on observation of character
- issues with clarity and accuracy
- loses tight focus of prescribed viewpoint
- over-reliance on stimulus material.

This is not a checklist. Reward other valid alternatives.

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>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 an understanding of 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. Effective 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 • Basic expression with some accuracy • Some awareness 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 | |

(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.

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 the effect of contextual factors
- sophisticated awareness of the importance of audience, purpose, situation and occasion.

Characteristics of a less successful response may include:

- demonstration of some linguistic knowledge although it may not always be accurate
- a limited number of points developed through the response
- largely descriptive and/or summative content
- lack of specific focus on the question
- lack of specific examples selected to support all points
- focus on irrelevant general features of spoken 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 |
|------|--|--|
| | Demonstrate critical understanding of concepts and issues relevant to language use 10 marks | Analyse and evaluate how contextual factors and language features are associated with the construction of meaning 10 marks |
| 5 | <p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 | |