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# **GCE A LEVEL MARKING SCHEME**

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**SUMMER 2022**

**A LEVEL (NEW)  
ENGLISH LANGUAGE - UNIT 4  
1700U40-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 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 A LEVEL ENGLISH LANGUAGE - UNIT 4 (NEW)

### SUMMER 2022 MARK SCHEME

#### UNIT 4: SPOKEN TEXTS AND CREATIVE RE-CASTING

##### 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 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 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, 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.

## SECTION A: ANALYSING SPOKEN LANGUAGE

	AO1	AO2	AO3
Section A	20 marks	10 marks	10 marks

### 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.

1. In your response to the question that follows, you must:

- draw on your knowledge of the different language levels
- consider relevant concepts and issues
- explore contextual factors.

**Analyse the ways in which participants use spoken language in Text A and Text B to present their views and opinions when interacting in different contexts.**

**[40]**

*This question tests the candidate's ability to analyse and evaluate the ways in which contextual factors affect linguistic choices, to use appropriate terminology, and to explore meaningful connections across texts. Responses should be logically organised with clear topic sentences and a developing argument.*

### Overview

Characteristics of a successful response may include:

- clear understanding of spoken features evident e.g. topic control; use of frames; turntaking; use of non-standard forms; false starts, repairs when response to ideas is challenged unexpectedly vs slower pace, pauses and stressed key words to add gravitas to argument in Text A; non-fluency features in Text B to reflect occupational or situational inexperience
- insightful discussion of points that explore language use e.g. **gender**: styles of argument in A; balance of power in all female discussion; **power**: aggressive vs assertive language in Text A; dominance and authoritative tone of host in Text B; occupational status of R in Text B in skilful handling of turntaking
- perceptive understanding of how the texts' contexts shape meaning e.g. entertainment drawn from conflict in Text A; measured and informative tone to Text B; subject specific lexis and jargon in Text B
- well-chosen textual references that support the points made concisely and precisely
- well-informed analysis
- clear understanding and critical engagement with key concepts and issues e.g. **genre**: entertainment show vs political discussion show and expected conventions; **register**: informal vs formal (and changing degrees as argument progresses in Text A); **gender**: issues surrounding equality; notions of 'chivalry' in Text A; differing ways to present ideas in both texts; **power**: differing methods to assert ideas or take control of discussion in both texts; **status**: more experienced professional interjects to override the turntaking control held by the host in Text B

- clear appreciation that contextual factors shape the content, language and grammatical structures e.g. complexity of syntax to reflect the complexity of the argument; clipped, accusatory interrogatives to show aggression, dominance and defensiveness in Text A; tone is formal and unemotional in Text B; use of facts vs opinions
- intelligent conclusions drawn e.g. discussing findings given the question focus
- productive explorations of the implications of context factors e.g. TV medium has a dual audience, speakers may be concerned about their image after the show and future career opportunities in both; Text A moves from light-hearted to more confrontational in tone; Text B has a measured tone throughout due to the styles expected of these different kinds of shows
- intelligent interpretation of texts through close reading engaging with how meaning is constructed to drive on the argument e.g. informal language in Text A becomes more formal as the argument develops; in Text B both speakers are invited to develop responses to (possibly preapproved) defined questions; use of facts vs opinions
- assured evaluation providing details on findings and implications consistently and purposefully tied to the meaning of the texts
- tightly focused, meaningful analysis of the transcript in light of the question set

Characteristics of a less successful response may include:

- focus on irrelevant general features of spoken language e.g. micro-pauses, fillers with little discussion; feature spotting
- losing sight of what is being asked by the question e.g. lack of focus on close analysis of the transcripts
- description of some relevant spoken language features without linking to the question/texts
- the arguments put forward may be implicit and difficult to follow
- only about half of the points made are appropriately and accurately supported with textual references
- demonstrates some linguistic knowledge although it may not always be accurate
- lack of engagement with the detail of the texts instead providing a somewhat superficial view of the transcripts
- a limited number of points developed through the response
- relies largely on describing and/or summarising content.

## Text A: an extract from *Love Island*

### Notes

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

**Semantic fields:** (of dating) *bar, drink, ex*; (of gender equality) *feminist, emasculated, equality, high powered jobs, boys' club, equal opportunity females*

**Terms of address:** *girl*

**Proper nouns:** *Prime Minister, MP*

**Abstract nouns:** *feminism*

**Adjectives:** *tasteful* (reflects his view of something he thinks she would like)

**Personal pronouns:** *I* (to indicate personal views and opinions); *you, you're* (to indicate differences between them; also used to accuse – line 22); *them, they* (feminists and the establishment considered as “other”)

**Adverbs:** (of frequency) *never, ALWAYS* (indicates absolute and immovable ideas);

**Sentence adverb, disjunct:** *surely, truly, honestly* (used by C to indicate her own views and challenge opposing ones); *honestly* (used by J to emphasise his sincerity)

**Adverbials:** conditional clauses *if*; time references *at first, at the beginning*

**Noun phrases** (head in bold): **real feminists**, active **movement**, female **MPs**

**Adjective phrases:** *really loud bar, tasteful music* (creating a contrasting atmosphere); *high-powered jobs* (.) *high-level jobs* (.) *top-tier jobs* (tricolon to accentuate the power element of her argument)

**Verb phrases:** *go halves, pan out* (multi word verbs indicate informality and convergence of C to language of J)

**Comment clauses:** *I think, I feel, I mean* (frequent use to establish positions in argument)

**Prepositional phrases:** *have a chat over a drink, with my ex*, (personal in reference to informal context); *preferential towards men, towards equality* (issue based)

**Grammatical mood:** interrogatives e.g. *you're a feminist aren't you?* (tag question to show assumption and negative view); *Shouldn't we all be feminists?* (to challenge negative view and show she is not joking) *And then how many other female MPs are there?* (to challenge opinion and force elaboration of ideas or concession)

**Rhetorical features:** *do women not have equality?* (rhetorical question assumed but disagreed with-stress on negator and lack of contraction is emphatic and a formal challenge to the argument) tricolon *high powered jobs* (.) *high level jobs* (.) *top tier jobs*

**Figurative language:** metaphor *a sort of slope towards them* (creating a visual image to explain his point of view)

**Syntax:** simple e.g. *I always pay* (to state facts and convey simple ideas or personal opinion); complex e.g. *I don't think it's that but...equality* (multi-clausal utterances including coordination and subordination – more complex structures to express more complicated ideas); minor e.g. *my go:::sh, rea:::ly, absolutely not* (showing emphatic disagreement and shock); incomplete utterances e.g. *I'm not sure if its, there's not*, (reflects emotion, frustration and heated discussion)

**Ellipsis:** *how so?* (shows increasing aggression and defensive attitude)

**Idiosyncrasies:** *feminism believes in almost like inequality, women almost have more opportunities* (adverb ‘almost’ and stressed words used to accentuate point)

**Latches:** *I always pay = my go:::sh* (speakers give each other space to expand on views before discussion becomes more heated)

**Interruptions:** *||| believe women almost have more opportunities* (indicate increasing frustration and attempts to dominate from J)

**Repairs:** *equal* (.) *equality* (indicates that he was not expecting to have to explain his views more thoroughly and shows start of defensive attitude)

**Non fluency Features:** *th. th. there's not but, I I'm sure, I I I believe* (repetition shows that he is flustered and angry and is struggling to express himself clearly. He is not expecting to be disagreed with; he might be worrying about his image as this interaction is being broadcast on television)

**Assimilation:** /gptə/,/gʌnə/ (shows informality)

**Elision:** /jeə/

**Backchannelling:** *mmm* (shows active listening which appears to be agreement; she is encouraging him to continue his explanation)

**Fillers:** *like* (informality)

**Elongated vowel sounds** *wha:::t, go:::sh* (indicates shock); *re:::al* (implies that he is marking feminists as different to C)

**Stressed words:** *you're a feminist aren't you?, redress the balance* (to accentuate key points and slow the pace to allow argument to be heard and assimilated)

**Timed pauses:** *in the UK (2) no* (to allow time to consider point)

**Micropauses:** *(.h) sure* (to indicate exasperated patience)

**Pitch markers:** raised pitch ↑*wha:::t?*↑ (shows shocked response); lowered pitch ↓*equality*↓ (indicates an expected response); rall *absolutely not* (indicates certainty)

**This is not a checklist. Credit other valid interpretations where they are based on the language of the text, display relevant knowledge, and use appropriate analytical methods.**



## Text B: an extract from *Daily Politics*

### Notes

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

**Semantic fields:** (employment law) *publish, deadline, public sector, private sector, breach, enforcement proceedings, statutory investigation, summary conviction, unlimited fine, sanctions, regulations* (highlights the serious and legal ramifications for not supplying required information)

**Abstract nouns:** *powers, recruitment, promotion, impact, data* (linked to discussion of abstract ideas)

**Adjectives:** *dangerous* (adds emotion and drama); *same* and *different* (used to contrast)

**Personal pronouns:** *I, we, you* (used to highlight personal opinions vs. company or society opinions and obligations; speakers are sometimes talking on behalf of wider groups) *them* (to refer to the companies who need to provide the information) **Reflexive pronouns:** *themselves* (self-reflection)

**Adverbs:** *actually, really* (part of S's idiolect possibly; used to highlight key information)

**Noun phrases** (head in bold): *gender pay **gap**, flexible working **practices**, enforcement **proceedings**, senior leadership **table*** (subject specific)

**Initialism:** *HSBC*

**Cardinal numbers:** *two and a half thousand, 60%* (to add precision and factual tone)

**Dynamic verbs:** *publish, welcome, interpret, tackle* (thematic relevance)

**Verb phrases:** *break (it) down, make (them) change, brought to bear; don't come back* (mixed formality)

**Comment clauses:** *I think, I mean* (to present ideas and opinions, to clarify position)

**Infinitives:** *to make, to force, to publish* (creates distance and a more formal tone)

**Modal verbs:** *will* (to express future time); *must, have to* (to express certainty and obligation)

**Tense of verbs:** (present) *what powers do you have*; (present continuous) *are getting paid*; (present perfect) *how many companies have filed their data so far*

**Prepositional phrases:** *by law, in breach* (adds to serious tone and formal style)

**Passive voice:** *must be published* (to show importance of the sentence object) *sanctions that can be brought to bear* (implied threat)

**Grammatical mood:** declaratives e.g. *the law is...* (to state fact); *I think we've got to be really careful* (to share opinions); interrogatives e.g. *do you welcome this?* (closed questions from the host to direct and frame conversation); *what are you hoping is going to happen as a result of this?* (more open questions to allow interviewees to expand on important points and give personal opinion)

**Syntax:** simple utterances: *do you welcome this? I think it will (.) yes* (simple structures to add clarity and be direct also used by the host to frame and direct the discussion); complex utterances (lots of subordination reflects professionalism and the formal nature of discussion); relative clause *what are they doing about women who go out on maternity leave* (adds complex information); conditional clause *if you ..look at it, if you break it down* (reflects complexity of views and situation)

**Repetition in syndetic list:** *we want to see them* (used rhetorically to add force to hoped for outcomes)

**Quoted speech:** *companies saying ok that's not good what are we going to do about it* (imagined possible responses)

**Figurative language:** *name and shame* (rhyming idiomatic phrase); *shining a light* (metaphor)

**Repairs:** *we're quite clear that (.) the law is that* (rephrased to add detachment to the view so it appears unbiased)

**Idiosyncrasies:** *sort of, I think yes* (hedging)

**Repetition:** *as as* (non-fluency feature – suggests lack of experience or confidence)

**Fillers:** /ʌm/; /ɜ:/ (often within longer utterances)

**Vocative:** *Sophie Jarvis* (to control turn taking and indicate who should answer the host's question)

**Stressed words:** *power, publish* (highlights key information)

**Pitchmarkers:** raised pitch: ↑*every*↑ (adds emphasis); lowered pitch: ↓*what*↓ (asks for elaboration); accel: *I think you see a lot of (.) /ʌm/ sort of headline figures* (sometimes indicates lack of experience/uncertainty); rall *make them change* (indicates force)

**Interactions:** no overlaps due to the host's managing of turn-taking and the professional context

**Latch:** *well* (one latch acts as a place marker where more experienced speaker uses a discourse marker to asserts dominance in intent to answer this question and ensure that she gets the turn)

**This is not a checklist. Credit other valid interpretations where they are based on the language of the text, display relevant knowledge, and use appropriate analytical methods.**

## Assessment Grid Unit 4: Section A

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

## SECTION B: CREATIVE RECASTING

	AO2	AO5
Section B	10 marks	30 marks

Using the transcripts presented in Section A as stimulus, answer the following question.

2. Gender roles and gender equality are key issues throughout our lives in all areas of society.

Write an article for your school website entitled 'GENDER MATTERS'.

**Write the article.**

Aim to write approximately 400 words.

**[40]**

*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. Responses should demonstrate a critical selection of language and language features underpinning an understanding of contextual factors, concepts and issues related to the task.*

### Overview

Characteristics of a successful response may include:

- sophisticated sense of genre
- an appropriate form suitable for a website article
- focused, thoughtful content e.g. creative, original and interesting ideas
- effective and purposeful stylistic choices e.g. flair, creativity, originality; engaging and confident personal voice and tone
- clear understanding of the purpose e.g. informative; persuasive; entertaining; advisory (or mixed)
- insightful awareness of the needs of the audience/reader e.g. language appropriate to engage multiple target audience of teachers, students and parents; well considered mixed register; relevant, appropriate and sophisticated lexical choices
- assured linguistic choices appropriate to genre e.g. rhetorical features; figurative devices; facts; opinions; relevant examples; direct quotes
- consistent control of viewpoint e.g. sophisticated and self-assured personal voice; well-structured argument; thoughtful engagement with task
- appropriate and relevant information e.g. balance of facts and opinions
- clear, logical and appropriate structure to engage the audience/reader e.g. development of clear argument; organisation of ideas
- content drawn from the stimulus material but creative development of appropriate details
- well-selected and developed content e.g. gender issues
- astute contextual awareness of the medium e.g. website article for school
- 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 e.g. only for student audience
- limited understanding of purpose
- limited inclusion of genre specific conventions
- does not convincingly meet the requirements of the task e.g. is not gender focussed in content; does not present a clear argument; is inconsistent
- awkward, inappropriate or incoherent written expression
- struggles to maintain focus on the specifics of the task
- over-reliance on stimulus material e.g. copying large chunks; not developing ideas further than those given in the Section A texts
- candidates ignore the advice to write the article and spend unnecessary time on big headings, pictures etc
- focus on graphology rather than content
- brief and undeveloped ideas
- frequent lapses and errors of written expression
- simple lexical choices.

**This is not a checklist. Credit other valid interpretations.**

## Assessment Grid Unit 4: Section B

BAND	AO2	AO5
	10 marks	30 marks
5	<p><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>Confident interpretation of the task e.g. genre and purpose</li> <li>Confident understanding of concepts and issues relevant to language use</li> </ul>	<p><b>25-30 marks</b></p> <ul style="list-style-type: none"> <li>Sophisticated and appropriate expression</li> <li>Confident and conscious linguistic/stylistic choices</li> <li>Highly original with real flair</li> <li>Form and content skilfully linked to genre/purpose</li> </ul>
4	<p><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>Effective awareness of the task e.g. genre and purpose</li> <li>Secure understanding of concepts and issues relevant to language use</li> </ul>	<p><b>19-24 marks</b></p> <ul style="list-style-type: none"> <li>Fluent and controlled expression</li> <li>Purposeful linguistic/stylistic choices</li> <li>Original and engaging</li> <li>Form and content effectively linked to genre/purpose</li> </ul>
3	<p><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>Sensible awareness of the task e.g. genre</li> <li>Sound understanding of concepts and issues relevant to language use</li> </ul>	<p><b>13-18 marks</b></p> <ul style="list-style-type: none"> <li>Accurate and sound expression</li> <li>Competent linguistic/stylistic choices</li> <li>Some originality and clear attempt to engage</li> <li>Form and content sensibly linked to genre/purpose</li> </ul>
2	<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>Basic awareness of the task e.g. genre</li> <li>Reasonable understanding of concepts and issues relevant to language use</li> </ul>	<p><b>7-12 marks</b></p> <ul style="list-style-type: none"> <li>Some inconsistency/inaccuracy and expression is rather basic</li> <li>Evidence of some straightforward linguistic/stylistic choices</li> <li>Some awareness of audience</li> <li>Some attempt to match form and content to genre/purpose</li> </ul>
1	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>Some general awareness of the task e.g. genre</li> <li>Some understanding of concepts and issues relevant to language use</li> </ul>	<p><b>1-6 marks</b></p> <ul style="list-style-type: none"> <li>Frequent lapses and errors in expression</li> <li>Insufficient awareness of linguistic/stylistic choices</li> <li>Little sense of audience</li> <li>Limited attempt to link form and content to genre/purpose</li> </ul>
0	<b>0 marks:</b> Response not credit worthy	