



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme January 2003

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## GCE

### English Language A

### Unit EA2W

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## Unit 2: Using Language

### Distribution of Assessment Objectives and Weightings

The table below is a reminder of which Assessment Objectives will be tested by the questions and tasks completed by candidates and the marks available for them.

Assessment Objective	1	2	3i	5i	Total
Question 1 Language Analysis 1	10		10	10	30
Question 2 Language Production		30			30
Question 3 Language Analysis 2		30			30
Question 4 Commentary	10	20			30

#### Question 1 – Language Analysis 1

- award a mark out of 10 for AO1 and place in the margin
- award a mark out of 10 for AO3i and place in the margin
- award a mark out of 10 for AO5i and place in the margin
- add together and give a ringed total out of 30

E.g.

$$\begin{array}{r}
 \text{AO1} \quad 6 \\
 \text{AO3i} \quad 6 \\
 \text{AO5i} \quad 7 \\
 \hline
 \textcircled{19}
 \end{array}$$

#### Question 2 – Language Production.

- award a mark out of 10 for AO2a and place in the margin
- award a mark out of 10 for AO2b and place in the margin
- award a mark out of 10 for AO2c and place in the margin
- add together and give a ringed total out of 30

E.g.

$$\begin{array}{r}
 \text{AO2a} \quad 5 \\
 \text{AO2b} \quad 6 \\
 \text{AO2c} \quad 6 \\
 \hline
 \textcircled{17}
 \end{array}$$

**Question 3 – Language Analysis 2**

- award a mark out of 10 for AO2a and place in the margin
- award a mark out of 10 for AO2b and place in the margin
- award a mark out of 10 for AO2c and place in the margin
- add together and give a ringed total out of 30

E.g.

$$\begin{array}{r} \text{AO2a} \quad 5 \\ \text{AO2b} \quad 6 \\ \hline \text{AO2c} \quad 6 \\ \hline \textcircled{17} \end{array}$$

**Question 4 – Commentary**

- award a mark out of 10 for AO2, double it and place in the margin
- award a mark out of 10 for AO1 and place in the margin
- add together and give a ringed total out of 30

E.g.

$$\begin{array}{r} \text{AO2} \quad 5 \times 2 \\ \quad \quad 10 \\ \text{AO1} \quad 5 \\ \hline \textcircled{15} \end{array}$$

<b>Q1</b>	<p><b>Key words:</b> Comment linguistically – distinctive features – explain – how they contribute text's meanings: inform/ involve intended audience.</p> <p><b>Assessment Focuses:</b> Quality of expression – selection/application of LFA – identifying significant language features – explaining and interpreting language use.</p>		
<b>Mark</b>	<b>AO3 i</b> <b>Know and use key features of frameworks for the systematic study of spoken and written English.</b>	<b>Mark</b>	<b>AO5i</b> <b>Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.</b>
<b>8-10</b>	<ul style="list-style-type: none"> <li>• Appropriate range of features explored.</li> <li>• Clear and accurate description of distinctive language features and patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>• Rare errors.</li> <li>• <i>Uses sentence and clause analysis.</i></li> <li>• <i>Looks closely at the function of different sentence types.</i></li> <li>• <i>Discusses verb forms e.g. tense switching; modal verbs to express future, conditional and habitual meanings.</i></li> <li>• <i>Considers some of the following: parallel structures, effects of word classes e.g. types of noun pronouns/ determiners, semantic fields relating to the world of the refugee camp/journalism/media.</i></li> <li>• <i>Integrates different levels of analysis.</i></li> </ul>	<b>8-10</b>	<ul style="list-style-type: none"> <li>• Confident description and exploration of language features and their explanatory context.</li> <li>• Close detailed points.</li> <li>• A subtle interpretation, drawing on and integrating various levels of description.</li> <li>• Well integrated use of examples and quotations.</li> <li>• Engagement with text's meaning, purpose and effects.</li> <li>• <i>Discusses functions closely.</i></li> <li>• <i>Analyses the development of ideas.</i></li> <li>• <i>Explores the voice of the narrator/ structure of the story/ textual patterning e.g. wh- framing.</i></li> <li>• <i>Detailed explanation of stylistic effects/devices which shape the reader's perceptions of the characters.</i></li> </ul>
<b>6-7</b>	<ul style="list-style-type: none"> <li>• Evidence of some range or depth.</li> <li>• Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>• Largely accurate.</li> <li>• <i>Types of vocabulary e.g. looks at different semantic fields such as the immediate environment of the camp in contrast with life in Kabul.</i></li> <li>• <i>Analyses word classes e.g. proper nouns, adjectives and first person pronouns and links to purposes.</i></li> <li>• <i>Engages with purpose of sentence types and functions.</i></li> <li>• <i>Considers adverbials of time and place.</i></li> </ul>	<b>6-7</b>	<ul style="list-style-type: none"> <li>• Describes a range of significant language features.</li> <li>• Clear and detailed understanding of context's influence.</li> <li>• Interprets text's communicative intent.</li> <li>• Fully supported.</li> <li>• <i>Close reading of words' contribution.</i></li> <li>• <i>Discusses style e.g. rhetorical questions, the use of occasional idioms.</i></li> <li>• <i>Considers some textual patterns.</i></li> <li>• <i>Shows an understanding of the effects of the first person narrator and the representation of the female reporter.</i></li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Consistent use of linguistic frameworks.</li> <li>• Describes significant language features or patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>• Basically accurate.</li> <li>• Uses word classes; describes modification.</li> <li>• Generalised discussion of sentence types/functions/mood.</li> <li>• Broad analysis of semantic fields e.g. negative and positive lexis</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>• Describes key features of language variation.</li> <li>• Understands effects of context.</li> <li>• Understanding of what text is trying to communicate.</li> <li>• Illustrated points.</li> <li>• <i>Looks at how the text is geared to informing and involving the reader e.g. shows an understanding of character, viewpoint and story line.</i></li> </ul>

4	<ul style="list-style-type: none"> <li>• Uses a linguistic framework.</li> <li>• Identifies and attempts to describe relevant language features.</li> <li>• Uncertainty of description – some errors occur.</li> <li>• Restricted range, e.g. <i>identifies simple lexis/simple sentences.</i></li> </ul>	4	<ul style="list-style-type: none"> <li>• Distinguishes some features of language variation.</li> <li>• Awareness of what texts are trying to communicate.</li> <li>• Illustrated points.</li> <li>• <i>Looks at broad fields of meaning e.g. words relating to senses/emotions.</i></li> <li>• <i>Shows awareness of key narrative elements.</i></li> </ul>
3	<ul style="list-style-type: none"> <li>• Attempts to use frameworks for description.</li> <li>• Identifies relevant language features e.g. <i>short sentences.</i></li> <li>• <i>Occasional accuracy of description.</i></li> <li>• <i>Weak focus on language – tendency to dwell on content.</i></li> <li>• <i>Broad discussion of fields.</i></li> </ul>	3	<ul style="list-style-type: none"> <li>• Identifies some features of language variation.</li> <li>• Some use of content: specific references/example/quotation.</li> <li>• Broad awareness that context has influenced language use.</li> <li>• <i>Identifies narrative form.</i></li> </ul>
2	<ul style="list-style-type: none"> <li>• Attempts to use frameworks but minimal accuracy achieved.</li> <li>• Feature spotting not tied to any analysis.</li> <li>• Simply identifying linguistic features and labelling with no sense of purpose.</li> <li>• <i>Lists for e.g. nouns.</i></li> <li>• <i>Quotation without linguistic description.</i></li> </ul>	2	<ul style="list-style-type: none"> <li>• Simple/generalised/descriptive accounts of the content of the text.</li> <li>• Paraphrase.</li> <li>• Excessive quotation.</li> <li>• Superficial reactions to texts.</li> <li>• Summary of text.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Minimal engagement with language of the data extracts.</li> <li>• Rare quotations or reference to the language of the extracts.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Major misunderstanding of audience/purpose/context/content/meaning.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No engagement with the data extracts.</li> </ul>	0	<ul style="list-style-type: none"> <li>• Text has no influence on the work.</li> </ul>

Mark	AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and coherent written expression.
8-10	<ul style="list-style-type: none"> <li>• Rare errors. Clear stylistic shaping.</li> <li>• Reader guided through structure.</li> <li>• Effective linguistic register.</li> </ul>
6-7	<ul style="list-style-type: none"> <li>• Firm control of accuracy.</li> <li>• Controlled expression of ideas.</li> <li>• Line of argument.</li> <li>• Controlled linguistic register.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Infrequent technical errors.</li> <li>• Clear communication of ideas.</li> <li>• Simple list structure; introduction and conclusion present.</li> <li>• Definite, if inconsistent, linguistic register.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Occasional technical errors.</li> <li>• Expression suitable for ideas.</li> <li>• Structure/organisation emerge.</li> <li>• Some control of linguistic register.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Frequent errors.</li> <li>• Conveys basic ideas.</li> <li>• Scatter gun structure.</li> <li>• Occasional use of linguistic terms.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Intrusive basic errors (sentence punctuation, there/their etc).</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• No use of/complete misunderstanding of linguistic terms.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded but some points are conveyed.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Total irrelevance incomprehensible.</li> </ul>

<b>Q2</b>	<p><b>Key words:</b> Commissioned by Kidscape - short story –secondary school pupils- No-one deserves to be bullied- realistic – point of view - victim- 500 words.</p> <p><b>Assessment focuses:</b> Selection and adaptation of source idea – form and shaping – stylistic choices – writing for audience and purpose – following genre.</p>		
<b>Mark</b>	<p><b>AO2</b></p> <p><b>Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic choices to explain and comment on choices made.</b></p>		
	<b>A Content</b>	<b>B Form</b>	<b>C Style</b>
<b>8-10</b>	<ul style="list-style-type: none"> <li>• Interesting and engaging content for audience and purpose.</li> <li>• <i>Conceptualised overview of bullying.</i></li> <li>• <i>Omission of information not relevant to new audience.</i></li> <li>• <i>Sources thoroughly and skilfully transformed.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Skilful and knowledgeable use of forms.</li> <li>• Reader guided.</li> <li>• Some ability to innovate/take risks.</li> <li>• Well constructed.</li> <li>• <i>Well paced story that communicates effectively.</i></li> <li>• <i>Highly cohesive.</i></li> <li>• <i>Confident use of narrative conventions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Close attention to the communication of meaning.</li> <li>• Judicious choices.</li> <li>• Stylish.</li> <li>• Texts that work.</li> <li>• Complexity and difficulty handled well.</li> <li>• Rare errors.</li> <li>• <i>Control of syntactic patterns for effect.</i></li> <li>• <i>Stylish use of sentence effects.</i></li> <li>• <i>Language is realistic without being offensive.</i></li> </ul>
<b>6-7</b>	<ul style="list-style-type: none"> <li>• Content well selected for specific audience and purpose.</li> <li>• <i>Sources assimilated and transformed.</i></li> <li>• <i>Salient content identified.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Convincing control of form, paying attention to genre and needs of audience.</li> <li>• <i>Appropriate layout, paragraphing and sentencing.</i></li> <li>• <i>Thoughtful title.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Style sustained.</li> <li>• Shaping at all levels.</li> <li>• Straightforward styles used.</li> <li>• Accuracy firmly controlled.</li> <li>• Appropriate sentence styles.</li> <li>• <i>Vocabulary is carefully chosen to suit secondary school audience.</i></li> <li>• <i>Fluent and coherent.</i></li> <li>• <i>Convincing voice.</i></li> <li>• <i>Some slips.</i></li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Satisfactory development of content.</li> <li>• Task fulfilled.</li> <li>• <i>A recognisably new text is created.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Competent handling of a form, showing knowledge of requirements and conventions.</li> <li>• <i>Sound narrative structure.</i></li> <li>• <i>Clearly recognisable as a short story for secondary school pupils.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Controlled and clear style employed.</li> <li>• Some slips.</li> <li>• Infrequent technical errors.</li> <li>• <i>Some informal features used to create a sense of voice.</i></li> </ul>

4	<ul style="list-style-type: none"> <li>Developed and appropriate content with some gaps.</li> <li><i>Transformation occurs.</i></li> <li><i>Sources used to characterise the section.</i></li> </ul>	<ul style="list-style-type: none"> <li>Clear structural elements.</li> <li>Basic handling of form.</li> <li><i>Simple forms.</i></li> </ul>	<ul style="list-style-type: none"> <li>Style shaped for audience and purpose.</li> <li>Occasional errors.</li> <li>Some attempt at realism.</li> </ul>
3	<ul style="list-style-type: none"> <li>Sustained content – broadly appropriate for audience/purpose.</li> <li>Some unnecessary content.</li> <li><i>Closely reliant on source texts.</i></li> <li><i>Limited range in terms of content or function.</i></li> <li><i>Some identification of relevant points.</i></li> </ul>	<ul style="list-style-type: none"> <li>Some awareness of textual structures/conventions.</li> <li><i>Some direction to text.</i></li> </ul>	<ul style="list-style-type: none"> <li>Style modified for audience and purpose.</li> <li>Inconsistent.</li> <li>Frequent errors.</li> <li><i>Some stylistic shifting/some inappropriate choices.</i></li> </ul>
2	<ul style="list-style-type: none"> <li>Undeveloped content.</li> <li>Unlikely to engage/satisfy audience.</li> <li><i>Unassimilated.</i></li> </ul>	<ul style="list-style-type: none"> <li>Simple organisational features.</li> <li>Limited realisation of conventions.</li> <li><i>Overlong sentences.</i></li> <li><i>Lacks direction/control.</i></li> </ul>	<ul style="list-style-type: none"> <li>Simple style broadly shaped for audience and purpose.</li> <li>Intrusive basic errors.</li> <li>Untransformed sources.</li> <li><i>Very limited communication.</i></li> </ul>
1	<ul style="list-style-type: none"> <li>Simple outline.</li> <li>Rough notes.</li> <li><i>Fragmented.</i></li> </ul>	<ul style="list-style-type: none"> <li>Rudimentary form.</li> <li><i>Reliant on the form of the source.</i></li> </ul>	<ul style="list-style-type: none"> <li>Major flaws in language.</li> <li><i>Communication impeded.</i></li> </ul>
0	<ul style="list-style-type: none"> <li>Insubstantial.</li> </ul>	<ul style="list-style-type: none"> <li>No sense of form or shaping of material.</li> </ul>	<ul style="list-style-type: none"> <li><i>Fails to communicate.</i></li> </ul>



<b>Q3</b>	<p><b>Key words:</b> Set of suggestions for teachers- to accompany short story –key issues to address about bullying – before and after reading story- texts B and C – 150 words.</p> <p><b>Assessment focuses:</b> Selection and adaptation of source ideas – form and shaping – stylistic choices – writing for audience and purpose – following genre.</p>		
<b>Mark</b>	<p><b>AO2</b></p> <p><b>Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.</b></p>		
	<b>A Content</b>	<b>B Form</b>	<b>C Style</b>
<b>8-10</b>	<ul style="list-style-type: none"> <li>• Interesting and engaging content for audience and purpose.</li> <li>• <i>Comprehensive and detailed suggestions.</i></li> <li>• <i>Omission of information not relevant to audience and purpose.</i></li> <li>• <i>Thorough and skilful transformation of sources.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Skilful and knowledgeable use of forms.</li> <li>• Reader guided.</li> <li>• Some ability to innovate/take risks.</li> <li>• Well constructed.</li> <li>• <i>Suggestions for teachers communicate sensitively/ effectively.</i></li> <li>• <i>Highly cohesive.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Close attention to the communication of meaning.</li> <li>• Judicious choices.</li> <li>• Stylish.</li> <li>• Texts that work.</li> <li>• Complexity and difficulty handled well.</li> <li>• Rare errors.</li> <li>• <i>Control of syntactical patterns for effect.</i></li> <li>• <i>Stylish use of sentence effects.</i></li> <li>• <i>Confident handling of address.</i></li> </ul>
<b>6-7</b>	<ul style="list-style-type: none"> <li>• Content well selected for specific audience and purpose.</li> <li>• <i>Sources assimilated and transformed.</i></li> <li>• <i>Salient content identified.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Convincing control of form, paying attention to genre and needs of audience.</li> <li>• <i>Appropriate layout, paragraphing and sentencing.</i></li> <li>• <i>Well organised.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Style sustained.</li> <li>• Shaping at all levels.</li> <li>• Accuracy firmly controlled.</li> <li>• <i>Vocabulary carefully chosen.</i></li> <li>• <i>Audience appropriately addressed.</i></li> <li>• <i>Controlled and clear style.</i></li> <li>• <i>Some slips.</i></li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Satisfactory development of content.</li> <li>• Task fulfilled.</li> <li>• <i>A recognisably new text is created.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Form competently handled, showing knowledge of requirements and conventions.</li> <li>• <i>Different textual segments.</i></li> <li>• <i>Clearly recognisable as a set of suggestions for teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Infrequent technical errors.</li> <li>• <i>Use of direct/indirect address.</i></li> <li>• <i>Style is appropriate.</i></li> </ul>

4	<ul style="list-style-type: none"> <li>Developed and appropriate content with some gaps.</li> <li><i>Transformation occurs.</i></li> <li><i>Sources used to characterise the suggestions.</i></li> </ul>	<ul style="list-style-type: none"> <li>Clear structural elements.</li> <li>Basic handling of a form.</li> <li><i>Simple forms.</i></li> <li><i>Some awareness of conventions.</i></li> </ul>	<ul style="list-style-type: none"> <li>Style shaped for audience and purpose.</li> <li>Occasional errors.</li> <li><i>Some use of audience address.</i></li> <li><i>Ideas suitably conveyed.</i></li> </ul>
3	<ul style="list-style-type: none"> <li>Sustained content – broadly appropriate for audience/purpose.</li> <li>Some unnecessary content.</li> <li><i>Closely reliant on source texts.</i></li> <li><i>Limited range in terms of content or function.</i></li> <li><i>Some relevant suggestions.</i></li> </ul>	<ul style="list-style-type: none"> <li>Awareness of textual structures/conventions.</li> <li><i>Some direction to text.</i></li> </ul>	<ul style="list-style-type: none"> <li>Style modified for audience and purpose.</li> <li>Inconsistent.</li> <li>Frequent errors.</li> <li><i>Some stylistic shifting.</i></li> </ul>
2	<ul style="list-style-type: none"> <li>Undeveloped content.</li> <li>Unlikely to engage/satisfy audience/purpose.</li> <li>Unassimilated.</li> </ul>	<ul style="list-style-type: none"> <li>Simple organisational features.</li> <li>Limited realisation of conventions.</li> <li><i>Overlong sentences.</i></li> <li><i>Lacking in direction.</i></li> </ul>	<ul style="list-style-type: none"> <li>Simple style broadly shaped for audience and purpose.</li> <li>Intrusive basic errors.</li> <li>Untransformed source language.</li> <li><i>Very limited communication.</i></li> </ul>
1	<ul style="list-style-type: none"> <li>Simple outline.</li> <li>Rough notes.</li> <li><i>Fragmented.</i></li> </ul>	<ul style="list-style-type: none"> <li>Rudimentary form.</li> <li><i>Reliant on the form of the sources.</i></li> </ul>	<ul style="list-style-type: none"> <li>Major flaws in language.</li> <li><i>Communication impeded.</i></li> </ul>
0	<ul style="list-style-type: none"> <li>Insubstantial.</li> </ul>	<ul style="list-style-type: none"> <li>No sense of form or shaping of material.</li> </ul>	<ul style="list-style-type: none"> <li><i>Fails to communicate.</i></li> </ul>

<b>Q4</b>	<p><b>Key words:</b> Linguistic devices –short story- set of suggestions– suitable two different audiences – examples – illustrate- provide reasons – linguistic choices.</p> <p><b>Assessment focuses:</b> Quality of expression – selection/application of LFA – exploring audience/purpose – explaining and commenting on language use.</p>		
<b>Mark</b>	<b>AO2</b> <b>Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.</b>		<b>AO1</b> <b>Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.</b>
<b>8-10</b>	<ul style="list-style-type: none"> <li>• Clear overview of how to create appropriate effects for audience and purpose, showing a good understanding of how language works at different levels.</li> <li>• <i>Analyses communicative strategies employed to engage and involve the two different audiences.</i></li> <li>• <i>Explores the difference between narrative and non narrative writing.</i></li> <li>• <i>Detailed consideration of stylistic/mode differences.</i></li> </ul>		<ul style="list-style-type: none"> <li>• Rare errors.</li> <li>• Clear stylistic shaping.</li> <li>• Reader guided through structure.</li> <li>• Effective linguistic register.</li> </ul>
<b>6-7</b>	<ul style="list-style-type: none"> <li>• Distinguishes a range of significant stylistic features.</li> <li>• Clear and detailed comment on texts' communicative intent.</li> <li>• Fully supported, showing linguistic insight.</li> <li>• <i>Looks at sentence functions and types.</i></li> <li>• <i>Considers significant differences of style/function/form.</i></li> </ul>		<ul style="list-style-type: none"> <li>• Firm control of accuracy.</li> <li>• Controlled expression of ideas.</li> <li>• Line of argument.</li> <li>• Controlled linguistic register.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Distinguishes key features of style and effects created.</li> <li>• Illustrated points using linguistic knowledge.</li> <li>• <i>Explores issues of address.</i></li> <li>• <i>Deals with key word classes.</i></li> </ul>		<ul style="list-style-type: none"> <li>• Infrequent technical errors.</li> <li>• Clear communication of ideas.</li> <li>• Simple list structure; introduction and conclusion present.</li> <li>• Definite, if inconsistent, linguistic register.</li> </ul>

4	<ul style="list-style-type: none"> <li>Some identification of language features used.</li> <li>Some use of linguistic frameworks or concepts.</li> <li><i>Some discussion of form/mood.</i></li> </ul>		<ul style="list-style-type: none"> <li>Occasional technical errors.</li> <li>Expression suitable for ideas.</li> <li>Structure/organisation emerge.</li> <li>Some control of linguistic register.</li> </ul>
3	<ul style="list-style-type: none"> <li>Awareness of effect of audience and purpose and own intentions shown.</li> <li><i>Identifies broad examples of genre: mainly vocabulary/style.</i></li> <li></li> </ul>		<ul style="list-style-type: none"> <li>Frequent errors.</li> <li>Conveys basic ideas.</li> <li>Scatter gun structure.</li> <li>Occasional use of linguistic terms.</li> </ul>
2	<ul style="list-style-type: none"> <li>Descriptive accounts of texts written: explains content.</li> <li>Unanalysed quotations or examples.</li> </ul>		<ul style="list-style-type: none"> <li>Intrusive basic errors (sentence punctuation, there/their etc).</li> <li>Simple expression – conveys basic points.</li> <li>Short/incomplete work.</li> <li>No use of/complete misunderstanding of linguistic terms.</li> </ul>
1	<ul style="list-style-type: none"> <li>Minimal commentary on the texts.</li> </ul>		<ul style="list-style-type: none"> <li>Major flaws in language. Communication impeded but some points are conveyed.</li> </ul>
0	<ul style="list-style-type: none"> <li>No reference to candidate's own texts.</li> </ul>		<ul style="list-style-type: none"> <li>Total irrelevance/ incomprehensible.</li> </ul>