GCE

English Language

H070/02: Exploring contexts

AS Level

Mark Scheme for June 2024

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING ON-SCREEN

1. Make sure that you have accessed and completed the relevant and training packages for on-screen marking: *scoris assessor Online Training* and the *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the Instructions for On-Screen Marking and the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to scoris and mark the **required number** of practice responses and the **required number** of standardisation responses.

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions
Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
   • there is nothing written in the answer space
   Award Zero '0' if:
   • anything is written in the answer space and is not worthy of credit (this includes text and symbols).
   Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

   a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
   b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
✚	Positive Recognition
✔	Tick
1	Assessment Objective 1
2	Assessment Objective 2
3	Assessment Objective 3
5	Assessment Objective 5
?	Attempted or insecure
E	Effect
EXP	Expression
LNK	Link
Q	Answering the question
V	Vague
⸳	Irrelevant

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

• the specification, especially the assessment objectives • the question paper and its rubrics
• the texts which candidates have studied
• the mark scheme.

You should ensure that you have copies of these materials.
You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**.
Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

These are the **Assessment Objectives** for the English Language specification as a whole.

AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.
AO2	Demonstrate critical understanding of concepts and issues relevant to language use.
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.
AO4	Explore connections across texts, informed by linguistic concepts and methods.
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.

WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following table:

Component	AO1	AO2	AO3	AO4	AO5	Total
Exploring Language H070/01	20%	0%	20%	10%	0%	50%
Exploring Contexts H070/02	5%	25%	10%	0%	10%	50%
	25%	25%	30%	10%	10%	100%

12. Here are the subject specific instructions for this question paper

USING THE MARK SCHEME

Study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question Papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme. Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected. In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Levels for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

PAPER-SPECIFIC INSTRUCTIONS: H070/02 Texts and contexts

Candidates answer question 1, and then choose to answer either question 2 or 3. The paper addresses assessment objectives 1-3 and 5: Assessment Objectives AO2 and AO5 are addressed in question 1.
Assessment Objectives AO1, AO2 and AO3 are addressed in question 2 and 3.
AO4 is assessed in Component 01.

In question 1, the assessment objectives are given equal weighting. In questions 2 and 3, each assessment objective is weighted differently, with 6 marks for AO1, 18 marks for AO2, and 12 marks for AO3.

THE INDICATIVE CONTENT FOR EACH TASK provides an indication of what candidates are likely to cover. The notes are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.
THE LEVEL DESCRIPTORS FOR EACH QUESTION FOLLOW THE INDICATIVE CONTENT

SUBJECT-SPECIFIC INSTRUCTIONS: ENGLISH LANGUAGE

Each level descriptor covers the relevant assessment objectives.
Where the assessment objectives appear in separate columns, marks should be allocated for each assessment objective independently of one another. There is no requirement for responses to be allocated marks from within the same level across each assessment objective. An answer does not have to meet all the requirements of a level descriptor before being placed in that level. The extent to which it meets all of the requirements of a level descriptor will determine its placement within that level.
The extent to which the statements within the level have been achieved should be the only criteria used when deciding the mark within a level.
Indicative content *indicates* possible points candidates might make, but this is not an exhaustive account. Any valid response should be rewarded.

Here is the mark scheme for this question paper.
Indicative Content – *Please note:* indicative content *indicates* possible points candidates might make, but this is not an exhaustive account. **Any valid response should be rewarded, including those that deal in detail with a limited number of points.**

Indicative Content – *Please note:* indicative content indicates possible points candidates might make, but this is not an exhaustive account. **Any valid response should be rewarded.**

Question	Guidance	Marks	Text Features
1	'*Language is the key to both control and freedom.*' Write a magazine article that critically engages in any way with the statement above and persuades readers to agree with a particular point of view. Your article should be aimed at a non-specialist, reasonably well-educated audience. You should write about 500 words **AO5** An article should have a recognisable structure and be cohesive. The title should describe or relate to the content of the entry. The opening should engage the audience. This might be achieved this through reference to some startling piece of research, hyperbole, emotive language/statistics, or a deliberately provocative statement or question. The opinions that follow need to be substantiated in some way and tied to the main thread of the article. The article could also be inspired by and refer to a current news item. There needs to be a sense of freshness and/or an angle that renders the material topical or newsworthy. Rhetorical flourishes and patterning of language may be used appropriately. The register needs to be carefully modulated for the audience, e.g., unglossed jargon would suggest a non-specialist audience is not being considered, and theorists would need to be introduced/their contributions contextualised. The conclusion might refer to research, an anecdote or statement used in the introduction and/or sum up arguments that have been made in the main thread of the article.	24	**AO2** The task can be approached from a variety of perspectives. Candidates may focus on one or more of the points below. A response that deals with, for example, one of the points in an in-depth and detailed manner should be rewarded. Candidates may choose to focus on power, gender, or a mixture of both. Responses may also explore intersections between the two, for example candidates may argue that patriarchal discourse confers power and/or that it reflects existing imbalances. Candidates might examine political correctness, perhaps as a means of liberation from binary discourses and/or a way of addressing imbalances. Reference might be made to lexical asymmetry, semantic derogation, un/marked terms etc. as a means of illuminating existing imbalances, but use of these terms would need to be adapted to the audiences, avoiding the assumption of non-specialist knowledge. Candidates may explore the ways in which language constructs power and/or is constructed by it; they might reference the power conferred by 'official' discourses such as legal or parliamentary language, and/or they might refer to the use of jargon to maintain authoritarian stances or to mislead. Language as an instrument of freedom might prompt reference to speeches such as those by Sojourner Truth or Martin Luther King. Theorists such as Sapir-Whorf, Tannen, Fairclough and O'Barr could be referenced briefly, and in a light touch way that suits the needs of the intended audience.

There is a total of 24 marks available for **Question 1**.

Decide on a mark for AO2 out of 12, and then a separate mark for AO5 out of 12. Add the two marks together to reach a total out of 24 marks. It is possible that candidates may achieve different levels for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO2	Mark	AO5	Mark
6	• In their piece of writing, candidates show a secure knowledge and understanding of the specified concept and/or issue and its relevance to language use. • Candidates engage critically with the specified concept and/or issue.	11-12	• Candidates create a piece of skillfully constructed writing and show some originality in making the piece appropriate to the form specified in the task. • Their use of appropriately chosen linguistic features shows some flair and their writing suits the audience defined in the task.	11-12
5	• In their piece of writing, candidates show a sound level of knowledge and understanding of the specified concept and/or issue and its relevance to language use. • In their piece, candidates show that they can take a critical angle on the specified concept and/or issue	9-10	• Candidates create a piece of well-constructed writing, which is appropriate to the form specified in the task. • Their use of appropriately chosen linguistic features shows skill, and their writing is clearly pitched at the audience defined in the task.	9-10
4	• In their piece of writing, candidates show a reasonable level of knowledge and understanding of the specified concept and/or issue and its relevance to language use. • Candidates show that they have some ability to think and write critically about the concept.	7-8	• Candidates construct a piece of writing that contains a number of the main elements of the form specified in the task. • They can clearly use appropriate linguistic features and their writing has been modulated to take some account of the audience defined in the task.	7-8
3	• Candidates' knowledge and understanding of the chosen language concept or issue is mostly accurate, although likely to be somewhat thin. • In their piece of writing, candidates have addressed the specified language concept and/or issue, although not critically.	5-6	• Candidates produce writing that is attempting to match the task's purpose, and which has some elements of the form specified in the task. • They employ some appropriate language features, and some attempts have been made to take account of the audience defined in the task.	5-6

2	• Candidates' knowledge and understanding of the concept/issue is likely to have inaccuracies or be muddled. • The language concept and/or issue is present in the piece, although somewhat indistinct or confused.	3-4	• Candidates produce writing that has some sense of the form specified in the task, but that leaves out key elements. • There are some attempts to employ appropriate language features, although probably not in a register which suits the audience defined in the task	3-4
1	• Candidates do not appear to understand the concept and/or issue but it is possible to see one or two points relating to it. • The language concept and/or issue will be just barely detectable in the piece.	1-2	• Candidates produce writing which has little sense of the specified task, although there may be one or two superficial features of the form specified in the task. • One or two appropriate language features may be present; the audience is not understood or addressed.	1-2
0	• No response or no response worthy of any credit.	0	• No response or no response worthy of any credit	0

Indicative Content – **Please note: indicative content indicates possible points candidates might make, but this is not an exhaustive account**. Any valid response should be rewarded.

Question	Guidance	Marks	Text features
2	**Language and Power** **Text A is an article about powerful people from *The Gentleman's Journal*, an online magazine. It was published in May 2014.** **Using appropriate terminology, examine Text A in the light of the ways in which power is represented.** **In your answer you should:** **• analyse the relevant language features of the text** **• explore how contextual factors and language features construct meanings** **• consider the ways in which your understanding of concepts and issues relating to power in language use illuminates the representation of power within the text** **AO2** The primary focus needs to be on the representations of power within the text, the language features derived from those representations, and critical responses to them. The representation of power needs to be explored on different levels, e.g., lexical choices/ asymmetry/grammatical constructions. The positioning of producer in relation to receiver needs consideration. This consideration may be illuminated by reference to the ideas of theorists such as Fairclough or Sapir-Whorf.	36	Candidates may focus on the way the article creates a contrast between the power of the four figures identified – all but one of whom happen to be male – and the covert nature of that power; the writer presents the unveiling of this list as a surprise, trying to create a contrast between the influence of those listed and the reader's probable lack of awareness of them. The article assumes an authoritative tone based on the research that has been done by the writer, 'We've trawled through… to come up with our definitive list'. Use of the plural inclusive pronoun 'we' represents the authorship as collective, raising the status of the article by suggesting it is the result of research done by a team rather than an individual. Explicit reference to influential power '4 unknown gods among men who really rule the world'. Dilma Rousseff's gender is either ignored, or she is being given 'honorary' male status due to her position and authority. The tone of the article suggests the men featured should be revered because of their power Use of rhetorical structures, e.g. 'Did you fill up your car this morning?' characteristic of articles. Also makes assumptions about reader's age and financial status. Use of direct authoritative address to belittle the reader, implicitly raising the status of the writer: 'you've probably never heard of them'. Confidence expressed too in 'our definitive list'. There are distinct lexical fields for each figure named depending on their field of influence; certain threads, e.g., finance and influence, run throughout.

| | **AO3**

Candidates should include explicit acknowledgement of the multimodal nature of the text and reference to the language features derived from it. This will involve a consideration of context, purpose and audience. The text includes photos of all the individuals named. The audience is likely to be adults, particularly males. | | References to 'demagogue', 'gods', and 'giants' – attempts to establish the topic and also to elevate the power of those concerned for dramatic effect. Use of titles to establish instrumental as well as influential power (Fairclough) also a feature: 'former Director for Analytic Economics at Cornell University', 'President of Brazil'.

Use of listing in the form of syntactic parallelism 'from Gates and Getty to Buffett and Bloomberg' allows the writer to conjure a range of well-known powerful figures in a short space of time. The alliteration is typical of the genre, creating a sense of crafting and maintaining lightness of tone.

Use of metaphor, 'a new generation of global giants' and clichéd <u>colloquial</u> idioms 'corridors of power', 'call the shots', 'meteoric rise'.

Use of puns 'Mr Miller has, as was shown most recently in Ukraine, the power to quite literally turn our lights off' characteristic of the genre the deadpan/zeugma of 'amid the lager and disappointment'.

Repetition of the comparative 'more important', anticipating the power of several of the figures named growing in time – helps justify newsworthiness of story.

Assumption of shared knowledge/context: Francis Bacon quote 'knowledge is power' helps justify argument; World Cup reference implies a particular readership demographic.

The title 'The most powerful people you've never heard of.' uses a superlative and alliteration to draw people into reading the article.

May reference specific theory, e.g., Fairclough/ Sapir-Whorf. |

Indicative Content – *Please note:* **indicative content indicates possible points candidates might make, but this is not an exhaustive account**. Any valid response should be rewarded.

Question	Guidance	Marks	Text features
3	**Language and Gender** **Text B is an interview from an American website, *Blank on blank,* which provides links to recordings of historical interest. This interview was originally recorded in 1983.** **Using appropriate terminology, examine Text B in the light of the ways in which gender is represented in it.** **In your answer you should:** **• analyse the relevant language features of the text** **• explore how contextual factors and language features construct meanings** **• consider the ways in which your understanding of concepts and issues relating to gender in language use illuminates the representation of gender within the text** **AO2** The primary focus needs to be on the representations of gender within the text, the language and graphological features derived from those representations, and critical responses to them. The representation of gender needs to be explored on different levels, e.g., lexical choices, the use of pragmatic features, and grammatical structures.	36	The representation of gender needs to be explored on different levels, e.g., lexical choices/semantics/asymmetry/grammatical constructions. The interview itself appears with an introductory framework establishing the context of Ride's achievement, and the positioning of producer in relation to receiver could be considered by candidates. This consideration may be illuminated by reference to the ideas of theorists such as Cameron. However, the interview itself is likely to be the focus for much of the analysis. The way Ride is introduced before the interview starts outlines the impressiveness of her achievements. Active verb phrases – 'wrapping up', 'caught her eye' – emphasise her dynamism, and this is echoed in her own account of her educational path, 'I took all the science classes I could all the way through junior high school and into high school'. There is also factual content, '1977… PhD in physics at Stanford', establishing her credibility. Candidates may focus on the way the quote from Ride is used as a title 'The worst question that I've gotten was whether I cried when we got malfunctions' draws attention to the sexism to which she was subjected; arguably one of the article's main agendas is to highlight this sexism. As the interview was between two women, candidates may examine the nature of their interactions from the point of view of female collaboration and solidarity, referring, perhaps, to Tannen. Steinem's approach throughout is supportive and admiring, 'It's tough being the first but you've done it with incredible grace'. She also emphasises the forging of alliances 'you could see people all over the world connecting with what you were doing'.

	AO3 Candidates should include explicit acknowledgement of the multi-modal nature of the text and reference to the language features derived from it. This will involve a consideration of context, purpose and audience. The text includes a transcript as well as an introduction. It is aimed at an adult audience and possibly older teenagers.		Ride also values female solidarity, 'I wish that there had been another woman on my flight. I wish that two of us had gone up together'. Candidates may explore the use of intensifiers (Lakoff) or cite theorists such as Tannen, who suggest women are more likely to focus on emotion 'What about your feelings during the launch?'. Contrast between stereotypical expectations of Ride's concerns with the reality of her experiences, 'Everybody wanted to know about what kind of makeup I was taking up. They didn't care about how well-prepared I was to operate the arm or deploy communications satellites. Her use of technical language resists sexist assumptions. Ride's reference to pleasing her father – perhaps a male authority figure – could be seen as the exhibition of a stereotypically feminine concern, but she pleases him partly by defying stereotypes in becoming the first female American astronaut. Both women show how Ride defies stereotypical expectations, but Steinem in particular does emphasise the emotional aspects of Ride's work, using highly charged emotive imagery 'watching there at the launch outdoors…there were people with tears streaming down their faces'. Range of abstract nouns reflecting the conceptual aspects of the Ride's experiences ('opportunity', 'feelings', 'enormity') but also concrete nouns ('the arm', 'satellites', 'space shuttle'), often demonstrating her technical competence. Negative representation of the press, highlighting the role they played in perpetuating stereotypical views by asking whether she cried when something malfunctioned, 'the only bad moments in our training involved the press'.

			Use of a series of anecdotes, one heralded by a superlative, focusing on the 'dumbest' questions Ride had been asked – characteristic of the genre to focus on extremes. In this vein, Steinem also mentions the fact Ride was 'the first' – it is a large part of what makes her achievements noteworthy.

There is a total of 36 marks available for **Questions 2** or **3**.

There is a total of 6 marks for AO1, 18 marks for AO2 and 12 marks for AO3. Each bullet point beneath each level represents one mark within that level. Decide on a mark for AO1 out of 6, and then a separate mark for AO2 out of 18 and a separate mark for AO3 out of 12. Add the three marks together to reach a total out of 36 marks. It is possible that candidates may achieve different levels for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO1	Mark	AO2	Mark	AO3	Mark
6	• Candidates explore a wide range of language features illuminated by very appropriate examples and methods. They apply appropriate terminology; the writing is in a secure academic register.	6	• Candidates show an assured knowledge and understanding of relevant concepts and issues. • Candidates identify patterns of language use within the text with assurance. • Candidates engage critically with the ways concepts and issues inform their analysis of the text's patterns of language use.	16-18	• Candidates offer a discerning exploration of a range of contexts and their potential influences on the language in the text. • Candidates evaluate in perceptive detail how contextual features inherent in the text are associated with the construction of meaning.	11-12
5	• Candidates analyse a range of language features with very appropriate examples and methods. They apply appropriate terminology and written expression is coherent.	5	• Candidates show a good knowledge and understanding of relevant concepts and issues. • Candidates identify patterns of language use within the text effectively. • Candidates use their knowledge and understanding of concepts and issues to offer informed comment of the text's patterns of language use.	13-15	• Candidates respond in detail to a range of contexts and their potential influences on the language in the text. • Candidates will analyse in detail how contextual features inherent in the text are associated with the construction of meaning.	9-10

4	• Candidates make generally accurate reference to language features with appropriate examples and methods. Their use of terminology is mostly appropriate, although likely to be less densely packed than the level above, and written expression is clear but likely not to be economical.	4	• Candidates show a sound level of knowledge and understanding of relevant concepts and issues. • Candidates demonstrate competence in identifying patterns of language use within the text. • Candidates use their knowledge and understanding of concepts and issues to comment on some language features in the text.	10-12	• Candidates make a sound attempt to respond to a range of contexts and their potential influences on the language in the text. • Candidates make clear, relevant response to the contextual features inherent in the text and how these are associated with the construction of meaning.	7-8
3	• Candidates make some reference to language features with appropriate examples and methods. Their use of terminology is at times appropriate; written expression contains some errors.	3	• Candidates show a largely accurate knowledge and understanding of language concepts or issues, although is likely to lack the depth needed to be convincing. • Candidates demonstrate soundness in identifying patterns of language use within the text. • Candidates use their knowledge and understanding of concepts and issues to comment generally on language use in the text.	7-9	• Candidates make some attempts to respond to contexts and make some points about their potential influences on the language used in the text. • Candidates make general comments regarding the contextual features inherent in the text, showing some understanding of how these are associated with the construction of meaning.	5-6

2	• Candidates make limited reference to language features with some appropriate examples. They use some terms with occasional appropriateness; writing is likely to contain errors which sometimes obscure meaning.	2	• Candidates' knowledge and understanding of concepts/issues is likely to have inaccuracies or be muddled. • Candidates demonstrate limited ability to identify patterns of language use within the text. • Candidates use concepts/issues to comment on the text, although connections may be lacking or confused.	4-6	• Candidates make a limited response to contexts and to their potential influences on the language used in the text. • Candidates show a basic understanding of how contextual features inherent in the text contribute to the overall meaning.	3-4
1	• Candidates offer few appropriate examples, if any; little or basic reference to language features. Terminology, if present, is inappropriate and accuracy of written expression is very limited.	1	• Candidates select irrelevant or unconnected concepts or issues, or presents erroneous accounts of concepts. • Candidates demonstrate weaknesses in identifying patterns of language use within the text. • Candidates attempt to use concepts or issues to examine the text, although these will be superficial.	1-3	• Candidates make only one or at the most two references to context(s), identifying a potential influence on the language used in the text. • Candidates make little attempt to show understanding of how one or more contextual features inherent in the text contribute to the overall meaning.	1-2
0	• No response or no response worthy of any credit.	0	• No response or no response worthy of any credit.	0	• No response or no response worthy of any credit.	0

APPENDIX 1

Assessment Objective weightings are given as percentages.

Assessment Objectives Grid

Question	AO1%	AO2%	AO3%	AO4%	AO5%	Total
1	0	10	0	0	10	20
2 or 3	5	15	10	0	0	30
Totals	**5%**	**25%**	**10%**	**0%**	**10%**	**50%**

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