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| **Question 2:**  **Language, INtended effect** |
| * 9PSV4 Show some appreciation of how the writer’s language choices contribute to the overall effect on the reader, e.g. demonstrating the effectiveness of imagery in contrasting texts or arguing that the use of highly emotive language in an advertisement is/is not counterproductive in its effect on an audience. * 9GPr1 Develop precise, perceptive analysis of how language is used, e.g. explaining how euphemisms conceal bias in a political statement or showing how language use reflects a character’s changing emotional state. * 9Rf2 Analyse in depth and detail writers’ use of literary, rhetorical and grammatical features and their effects on different readers. * 9Rf5 Analyse the structures of different poetical forms. Demonstrate understanding of impact of vocabulary and meaning through the selection of appropriate quotations |

**Marking Criteria for Question 2**

**Table A, Reading: Language analysis: Use the following table to give a mark out of 10 for Reading.**

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| Band 1  9–10 | Wide ranging and closely focused discussion of language with some high quality comments that add associations to words in both parts of the question, and demonstrate the writer’s reasons for using them. Tackles imagery with some precision and imagination. There is clear evidence that the candidate understands how language works. |
| Band 2  7–8 | Explanations are given of appropriately selected words and phrases, and effects are identified in both parts of the question. Images are recognised as such and the response goes some way to explaining them. There is some evidence that the candidate understands how language works. |
| Band 3  5–6 | A satisfactory attempt is made to identify appropriate words and phrases. The response mostly gives meanings of words and any attempt to suggest and explain effects is basic, vague or very general. One half of the question may be better answered than the other. |
| Band 4  3–4 | The response provides a mixture of appropriate choices and words that communicate less well. The response may correctly identify linguistic or literary devices but not explain why they are used. Explanations of meaning may be few, general, slight or only partially effective. They may repeat the language of the original or do not refer to specific words. |
| Band 5  1–2 | The choice of words is insufficient or rarely relevant. Any comments are inappropriate and the response is very thin. |
| Band 6  0 | The response does not relate to the question. Inappropriate words and phrases are chosen or none are selected. |