

**GCSE**

**English Language**

Paper 2 Writers' viewpoints and perspectives

Mark Scheme

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8700

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Version 3

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## INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the student uses these terms effectively to aid the clarity and precision of the argument.

### Level of response marking instructions

Level of response mark schemes are broken down into four levels. There are two, three, four, five or six marks in each level; dependent upon question.

**Please note: The sample responses in each Indicative Standard/Content Descriptor column are not intended to be complete, full or model answers. Instead, they are there as a guide, to provide you with part of an answer, an indicative extract of a response at the required level. If a student was to continue to develop a response at that standard, they would gain a mark at that level.**

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

The Skills Descriptors column indicates the different skills that students need to demonstrate in their answer for that level. To achieve full marks in a level, students should meet all of the skills descriptors in that level. Students achieving marks at the bottom of a level will ideally have met all skills descriptors of the previous level and at least one of the skills descriptors in that level.

An answer which contains nothing of relevance to the question must be awarded no marks.

**SECTION A: READING – Assessment Objectives**

AO1	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas.</li> <li>Select and synthesise evidence from different texts.</li> </ul>
AO2	<ul style="list-style-type: none"> <li>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li> </ul>
AO3	<ul style="list-style-type: none"> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> </ul>
AO4	<ul style="list-style-type: none"> <li>Evaluate texts critically and support this with appropriate textual references.</li> </ul>

**SECTION B: WRITING – Assessment Objectives**

AO5	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul>
AO6	<ul style="list-style-type: none"> <li>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).</li> </ul>

<b>Assessment Objective</b>	<b>Section A</b>
AO1	✓
AO2	✓
AO3	✓
AO4	n/a
	<b>Section B</b>
AO5	✓
AO6	✓

**Section A: Reading**

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Read again the first part of **Source A** from **lines 1 to 15**.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true.
- Choose a maximum of **four** statements.

- A Jay Rayner has good memories of his time in school.  
 B Jay Rayner was happy to help his son with his homework.  
 C As a boy, Jay Rayner worried about handing in his homework on Monday mornings.  
 D Jay Rayner could not think of a food metaphor to help his son.  
 E Jay Rayner was very able in school.  
 F As a boy, Jay Rayner did not enjoy doing homework.  
 G Jay Rayner looked forward to receiving feedback from his teachers.  
 H Jay Rayner makes a joke to cover up his own real exam results.

**[4 marks]**

<b>AO1</b>	<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas.</li> <li>• Select and synthesise evidence from different texts.</li> </ul>
<b>This assesses the first bullet point identify and interpret explicit and implicit information and ideas.</b>	
A	Jay Rayner has good memories of his time in school. (F)
B	Jay Rayner was happy to help his son with his homework. (F)
C	As a boy, Jay Rayner worried about handing in his homework on Monday mornings. (T)
D	Jay Rayner could not think of a food metaphor to help his son. (T)
E	Jay Rayner was very able in school. (F)
F	As a boy, Jay Rayner did not enjoy doing homework. (T)
G	Jay Rayner looked forward to receiving feedback from his teachers.(F)
H	Jay Rayner makes a joke to cover up his own real exam results. (T)

0 2

You need to refer to **Source A** and **Source B** for this question:

Use details from **both** Sources. Write a summary of the differences between Eddie and Henry.

[8 marks]

AO1			
<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul>			
This assesses both bullet points.			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
<p>Level 4</p> <p>Perceptive summary</p> <p>7-8 marks</p>	<p>Shows perceptive synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> <li>Makes perceptive inferences from both texts</li> <li>Makes judicious references/use of textual detail relevant to the focus of the question</li> <li>Statements show perceptive differences between texts</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level.</p> <p>Eddie is a typical modern teenager who is cheeky and speaks to his father in a 'mocking voice' emphasising their close relationship and good humour with each other. Henry however is distant and formal with his father addressing him in a respectful tone, 'my dear Father' emphasising the difference in status between them.</p>
<p>Level 3</p> <p>Clear, relevant summary</p> <p>5-6 marks</p>	<p>Shows clear synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> <li>Makes clear inferences from both texts</li> <li>Selects clear references/textual detail relevant to the focus of the question</li> <li>Statements show clear differences between texts</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>Eddie is really cheeky as he speaks to his father in a 'mocking voice' showing he is not afraid of him, but Henry is much more formal and respectful, 'my dear Father' showing he may be somewhat afraid of him.</p>

<p>Level 2</p> <p>Some attempts at summary</p> <p>3-4 marks</p>	<p>Shows some interpretation from one/both texts:</p> <ul style="list-style-type: none"> <li>• Attempts some inference(s) from one/both texts</li> <li>• Selects some appropriate references/textual detail from one/both texts</li> <li>• Statements show some difference(s) between texts</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>Eddie is quite cheeky, 'You can't think of one, can you?' whereas Henry is much more polite, 'Your respectful son.' suggesting he is really trying to persuade his dad to let him come home.</p>
<p>Level 1</p> <p>Simple, limited summary</p> <p>1-2 marks</p>	<p>Shows simple awareness from one/both texts:</p> <ul style="list-style-type: none"> <li>• Offers paraphrase rather than inference</li> <li>• Makes simple reference/textual details from one/both texts</li> <li>• Statements show simple difference between texts</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>Eddie takes the mickey out of his dad but Henry is more polite, 'respectful son'.</p>
<p>Level 0</p> <p>No marks</p>	<p>Students in this band will not have offered any differences Nothing to reward</p>		

AO1 Content may include ideas such as:

- Eddie is a typical, contemporary teen who lives at home/Henry is living in a different century away at boarding school.
- Eddie is informal, cheeky, mocking towards his father/Henry is polite, formal, respectful.
- Eddie asks his father for help with English/Henry asks for his father to bring him home from school
- Eddie and his father seem to have a close relationship and his father has a good humoured attitude towards him/Henry and his father are distant and his father is suspicious of his motives.



	<ul style="list-style-type: none"> <li>Makes clear and accurate use of subject terminology</li> </ul>	<p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>him home. This is a contrast to his more formal use of, 'my dear Father'. Henry uses repetition of this phrase to try and show his father that he is 'dear' to him whilst also being polite and respectful in order to influence him.</p>
<p>Level 2</p> <p>Some understanding and comment</p> <p>4-6 marks</p>	<p>Shows some understanding of <i>language</i>:</p> <ul style="list-style-type: none"> <li>Attempts to comment on the effect of language</li> <li>Selects some appropriate textual detail</li> <li>Makes some use of subject terminology, mainly appropriately</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>Henry uses direct address to his father, 'you will not let ...', 'you will let me'. By addressing him personally, he wants to influence his father to let him come home. He also calls him, 'my dear Father' and uses repetition to try and show how much he loves him and how homesick he is.</p>
<p>Level 1</p> <p>Simple, limited comment</p> <p>1-3 marks</p>	<p>Shows simple awareness of <i>language</i>:</p> <ul style="list-style-type: none"> <li>Offers simple comment on the effects of language</li> <li>Selects simple references or textual details</li> <li>Makes simple use of subject terminology, not always appropriately</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>Henry uses words like 'you' which makes the letter more personal. He uses phrases like, 'my dear Father' to influence his father a lot.</p>
<p>Level 0</p> <p>No marks</p>	<p>No comments offered on the use of language Nothing to reward</p>		

AO2 content may include the effect of ideas such as:

- use of proper nouns and phrases linked to time and place
- emotive language to appeal to the father
- formal tone created by complex vocabulary and phrases contrasted with simple childlike words, 'good', 'kind'
- use of hyperbole via the simile 'more like Bears ...'
- semantic field of religion, 'church', 'Christians', 'If God permit me...'

0 4

For this question, you need to refer to the **whole of Source A**, together with **Source B**, the father's letter to a family friend.

Compare how the two writers convey their different attitudes to parenting and education.

In your answer, you could:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with references to both texts.

[16 marks]

<b>AO3</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, detailed 13-16 marks	<ul style="list-style-type: none"> <li>• Compares ideas and perspectives in a perceptive way</li> <li>• Analyses how writers' methods are used</li> <li>• Selects a range of judicious supporting detail from both texts</li> <li>• Shows a detailed understanding of the different ideas and perspectives in both texts</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level.  Jay Rayner uses humour to good effect in his article and uses it both in his attitudes to parenting, 'too busy killing things on Skype' – showing his warm, relaxed attitude to his son and in his attitudes to education. He refers to his own education using self-deprecating humour however, using the simile, 'like a line of Pac-Men doing a conga to refer to his own grades. This is in direct contrast to ....
Level 3 Clear, relevant 9-12 marks	<ul style="list-style-type: none"> <li>• Compares ideas and perspectives in a clear and relevant way</li> <li>• Explains clearly how writers' methods are used</li> <li>• Selects relevant detail to support from both texts</li> <li>• Shows a clear understanding of the different ideas and</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.  At the bottom of	Jay Rayner presents his attitude to parenting in a humorous way when he says, 'They grow up .... Take the mickey out of you.' whereas Henry's father is much more distant and seems to want to have both his sons well out of the way.

	perspectives in both texts	the level, a student will have Level 2 and at least one of the skills descriptors.	We can infer this from Henry's letter when he uses phrases like ...
Level 2 Some, attempts 5-8 marks	<ul style="list-style-type: none"> <li>Attempts to compare ideas and perspectives</li> <li>Makes some comment on how writers' methods are used</li> <li>Selects some appropriate textual detail/references, not always supporting from one or both texts</li> <li>Identifies some different ideas and perspectives</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	Jay Rayner is a cool parent who has a good sense of humour around his son. He is quite impressed with his son's education. We know this when it says, 'He got 20 out of 25, or 80%' whereas Henry's father is not impressed, 'In Henry's letter I see several words wrong spelt,'
Level 1 Simple, limited 1-4 marks	<ul style="list-style-type: none"> <li>Makes simple cross reference of ideas and perspectives</li> <li>Makes simple identification of writers' methods</li> <li>Makes simple references/textual details from one or both texts</li> <li>Shows simple awareness of ideas and/or perspectives</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	Jay Rayner seems like a laid back father who doesn't mind his son taking the mickey, 'remorselessly taking the mickey'. The other father is not that nice and does not even write to his son. It's like he doesn't care.
Level 0 No marks	No ideas offered about the differences Nothing to reward		

AO3 content may include ideas such as:

- the relaxed, informal, involved parenting of Jay Rayner/the formal and very distant approach of Henry's father
- Jay Rayner's attitude to education seems to be that it is far better in the present than when he was at school and he is proud of his son's achievements/Henry's father seems dissatisfied with the standard of education at Henry's school but seems more concerned with spelling than welfare.

And comment on methods such as:

- use of article form (public sphere)/use of letter form (private sphere)
- use of different tone/register/humour/seriousness
- use of contemporary references (Pac-Man/Google/Skype)/traditional values
- language differences to reflect different times/modes/purposes.

**Section B: Writing****0 5**

'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

(24 marks for content and organisation  
16 marks for accuracy)

**[40 marks]**

<b>A05 Content and Organisation</b>			
Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.			
Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.			
<b>Level</b>		<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
Level 4 19-24 marks <b>Compelling,            Convincing</b>	Upper Level 4  22-24 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Register is convincing and compelling for audience</li> <li>Assuredly matched to purpose</li> <li>Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Varied and inventive use of structural features</li> <li>Writing is compelling, incorporating a range of convincing and complex ideas</li> <li>Fluently linked paragraphs with seamlessly integrated discourse markers</li> </ul>	At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.  At the bottom of the upper range, a student's response will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4
	Lower Level 4  19-21 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Register is convincingly matched to audience</li> <li>Convincingly matched to purpose</li> <li>Extensive vocabulary with evidence of conscious crafting of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Varied and effective structural features</li> <li>Writing is highly engaging, with a range of developed complex ideas</li> <li>Consistently coherent paragraphs</li> </ul>	At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.  At the bottom of the lower range, a student's response will have the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 4

		with integrated discourse markers	
Level 3 13-18 marks  <b>Consistent, Clear</b>	Upper Level 3  16-18 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Register is consistently matched to audience</li> <li>Consistently matched to purpose</li> <li>Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Effective use of structural features</li> <li>Writing is engaging, using a range of clear connected ideas</li> <li>Coherent paragraphs with integrated discourse markers</li> </ul>	At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.  At the bottom of the upper range, a student's response will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3
	Lower Level 3  13-15 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Register is generally matched to audience</li> <li>Generally matched to purpose</li> <li>Vocabulary clearly chosen for effect and appropriate use of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Usually effective use of structural features</li> <li>Writing is engaging, with a range of connected ideas</li> <li>Usually coherent paragraphs with range of discourse markers</li> </ul>	At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.  At the bottom of the lower range, a student's response will have the upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3
Level 2 7-12 marks  <b>Some success</b>	Upper Level 2  10-12 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Some sustained attempt to match register to audience</li> <li>Some sustained attempt to match purpose</li> <li>Conscious use of vocabulary with some use of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Some use of structural features</li> <li>Increasing variety of linked and relevant ideas</li> <li>Some use of paragraphs and some use of discourse markers</li> </ul>	At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.  At the bottom of the upper range, a student's response will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2

	<p>Lower Level 2</p> <p>7-9 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Attempts to match register to audience</li> <li>• Attempts to match purpose</li> <li>• Begins to vary vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Attempts to use structural features</li> <li>• Some linked and relevant ideas</li> <li>• Attempt to write in paragraphs with some discourse markers, not always appropriate</li> </ul>	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student's response will have the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2</p>
<p>Level 1</p> <p>1-6 marks</p> <p><b>Simple, Limited</b></p>	<p>Upper Level 1</p> <p>4-6 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Simple awareness of register/audience</li> <li>• Simple awareness of purpose</li> <li>• Simple vocabulary; simple linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Evidence of simple structural features</li> <li>• One or two relevant ideas, simply linked</li> <li>• Random paragraph structure</li> </ul>	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student's response will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1</p>
	<p>Lower Level 1</p> <p>1-3 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Occasional sense of audience</li> <li>• Occasional sense of purpose</li> <li>• Simple vocabulary</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Limited or no evidence of structural features</li> <li>• One or two unlinked ideas</li> <li>• No paragraphs</li> </ul>	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student's response will have at least one of the skills descriptors for Content and Organisation from lower Level 1</p>
<p>Level 0</p> <p>No marks</p>	<p>Students will not have offered any meaningful writing to assess Nothing to reward</p>		

<b>AO6 Technical Accuracy</b>		
Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)		
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
<p>Level 4</p> <p>13-16 marks</p>	<ul style="list-style-type: none"> <li>• Sentence demarcation is consistently secure and consistently accurate</li> <li>• Wide range of punctuation is used with a high level of accuracy</li> <li>• Uses a full range of appropriate sentence forms for effect</li> <li>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> <li>• High level of accuracy in spelling, including ambitious vocabulary</li> <li>• Extensive and ambitious use of vocabulary</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors</p>
<p>Level 3</p> <p>9-12 marks</p>	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and mostly accurate</li> <li>• Range of punctuation is used, mostly with success</li> <li>• Uses a variety of sentence forms for effect</li> <li>• Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> <li>• Generally accurate spelling, including complex and irregular words</li> <li>• Increasingly sophisticated use of vocabulary</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors</p>
<p>Level 2</p> <p>5-8 marks</p>	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and sometimes accurate</li> <li>• Some control of a range of punctuation</li> <li>• Attempts a variety of sentence forms</li> <li>• Some use of Standard English with some control of agreement</li> <li>• Some accurate spelling of more complex words</li> <li>• Varied use of vocabulary</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors</p>

<p>Level 1 1-4 marks</p>	<ul style="list-style-type: none"> <li>• Occasional use of sentence demarcation</li> <li>• Some evidence of conscious punctuation</li>   <li>• Simple range of sentence forms</li> <li>• Occasional use of Standard English with limited control of agreement</li>   <li>• Accurate basic spelling</li> <li>• Simple use of vocabulary</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors</p>
<p>Level 0 No marks</p>	<p>Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.</p>	