

General Certificate of Education (A-level) January 2013

English Language B

ENGB3

(Specification 2705)

Unit 3: Developing Language

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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General Principles

Unit 3 allows students to demonstrate their understanding of the key concepts and theories surrounding language study and examines two topic areas:

- the acquisition of language by children
- the development of and changes in English over time.

A choice of two questions in each topic area responds to the different strands of the specification such as spoken and written language acquisition and a historical and/or contemporary approach to language change.

Assessment Objectives

This unit requires students to:

AO1	select and apply a range of linguistic methods, to communicate relevant
	knowledge using appropriate terminology and coherent, accurate written
	expression (15% A2)

AO2 demonstrate critical understanding of a range of concepts and issues relating to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches (10% A2)

AO3 analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language (5% A2).

General Guidance for Examiners

Aims

When you are marking your allocation of scripts your main aims should be to:

- · recognise and identify the achievement of students
- place students in the appropriate mark band and in the appropriate part of that mark scheme (high, low, middle) for each Assessment Objective
- ensure comparability of assessment for all students, regardless of question, choice of texts or examiner
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective.

A Positive Approach

It is important to be open-minded and positive when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study language in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the quality of what the student offers and not to judge the script against some ideal standard.

The Mark Scheme Structure

The *General Numerical Mark Scheme* has generic descriptors for each Assessment Objective at each mark band. The *Indicative Content* indicates likely coverage on a particular question.

The general marking grid has six bands representing different levels of achievement. These bands do not equate to actual grade boundaries and the awarding of grades, rather than marks, is a task for the Awards meeting.

Awarding Assessment Objectives

Examiners should match the students' achievements in each question to the descriptors for each Assessment Objective with a mark for each Assessment Objective (AO1, AO2, AO3). This mark should be supported by a brief comment placed at the end of each question.

As the Assessment Objectives have different weightings students, who may have different strengths and weaknesses in the skills and knowledge being tested, may not have a consistent profile across the levels of achievement.

Annotating Scripts

The way that you arrive at a mark should be recorded on the script. This will help you make accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment be required.

To this end you should:

- identify relevant points with one tick or two ticks be precise with placing your tick on the relevant comment
- identify incomplete development of relevant coverage by an arrow to the right
- indicate extended irrelevance with a vertical line
- identify errors of factual accuracy, or where clarity is in doubt, with a question mark
- place Assessment Objective-related annotation in the margin
- write a brief summative comment at the end indicating the reasons for placing the answer in the mark band. This should be kept brief and mark scheme-focused
- please do not have negative comments about students' work or their alleged aptitudes;
 this is unprofessional and it impedes a positive marking approach.

Indicative content

An indicative content is provided with some of the features and frameworks on which students may comment.

However, credit should be given for other valid observations that they may make even if these are not listed in the mark scheme.

Unit 3	General Numerical Mark Scheme: Questi	ons 1, 2,	3 and 4		
Mark	AO1 Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.	Mark	AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.	Mark	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.
22–24	Systematic and evaluative exploration of data using linguistic methods. Accurate and perceptive linguistic knowledge. Appropriate, controlled and accurate expression.	15–16	Perceptive understanding of a range of issues. Conceptualised discussion of ideas surrounding topic. Explores a range of judicious examples.	8	Perceptive and insightful exploration of contextual factors. Analytical and systematic interpretation of contextual factors in the light of language features. Integrated and helpful use of the data to support interpretation.
16–21	Uses linguistic methods in a systematic way. Appropriate and accurate linguistic knowledge. Controlled and accurate expression.	11–14	Clear understanding of a range of language concepts/issues. Developed discussion of ideas relating to concepts/issues. Explores a range of well-selected examples.	6–7	Clear understanding of a range of contextual factors. Sound analysis and engagement with contextual factors in the light of language features. Fully supported interpretations.
10–15	Applies and explores some linguistic methods. Some appropriate linguistic knowledge. Generally accurate written communication.	7–10	Some awareness of language concepts and issues. A number of concepts/issues discussed – but not fully explored. Beginning to select and use salient examples.	4–5	Some consideration and understanding of contextual factors. Some awareness of the link between language features and context. Ideas generally supported.
4–9	Basic linguistic methods applied, but not convincing. Limited linguistic knowledge/ understanding. Inconsistent clarity and accuracy in communication.	3–6	Limited number of language concepts highlighted. Superficial understanding shown. Often descriptive and/or anecdotal in reference.	2–3	Awareness of one or two factors influencing data – likely to be broad in focus. Some limited attempt to analyse audience/purpose/ genre/context. Some supported points.
1–3	Linguistic methods applied inaccurately or not at all. Rudimentary linguistic knowledge. Lapses in written communication.	1–2	Elementary understanding of language concepts and use. More knowledge than relevance shown. Occasional reference to language concepts, but likely to be misunderstood.	1	Little or no attempt to explore issues of audience/ purpose/genre/context. Superficial/generalised response to the data. Likely to paraphrase/summarise.
0	Nothing written. Unintelligible.	0	Nothing written. Unintelligible.	0	Nothing written. Unintelligible.

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 1 AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression		Tests candidates' ability to identify language features and communicate clearly and accurately	Text A Ruby's language Lexical fields:
22-24 Evaluates systematically	Systematic & evaluative exploration of data using linguistic methods Accurate & perceptive linguistic knowledge Appropriate, controlled & accurate expression	Covers data in detail, showing awareness of salient features Selects a range of linguistic methods, structured effectively to show understanding Sees patterns and clusters examples, exploring their significance Applies terms correctly and with technical precision Communicates ideas fluently	(e.g. family pets, family members, food, clothes); colloquial choices; contractions Grammar: simple sentences; emerging use of complex sentences ('cos the books shows us'); awareness of sentence functions (interrogatives, declaratives); elliptical utterances / non-standard constructions / grammatical omissions; formation of negatives; questions formation; morpheme use: 'ing' 'ed';
16-21 Analyses	Uses linguistic methods in a systematic way Appropriate & accurate linguistic knowledge Controlled & accurate expression	Covers data in detail Selects linguistic methods relevantly, with clear structuring Sees patterns and clusters examples, discussing choices sensibly to show understanding (more consistency/development/selection shown at the top of the band) Applies terms correctly and with consistent accuracy Communicates ideas clearly	attempt at passive construction 'Simba bitted by a dog'; use of present and past tense, including irregular verbs; pronoun use Phonological features: e.g. 'wiv', 'wiz', 'bets' Discourse strategies: turn-taking, questions, topic shifts, minimal responses, tag questions Pragmatics: Non-verbal communication and utterances

Begins to analyse	Applies & explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication	Covers some aspects of the data, but not engaging with trends in the data Selects from linguistic methods, some more relevantly and/or developed than others Uses exemplification to support points and labels features with some accuracy Discusses relevant features but not always in depth	indicating understanding of adult's humour, house rules (e.g. responses to 'bossy boots', 'only wiz my toast'); own use of humour Lou's language Politeness/modal verbs/humour Prosodic choices – intonation, elongation Simple adjectives 'silly, 'good', idioms 'bossy
4-9 Describes with some relevance	Basic linguistic methods applied, but not convincing Limited linguistic knowledge & understanding Inconsistent clarity & accuracy in communication	Writes clearly with some lapses Covers some isolated features of the data Selects from linguistic methods, but with limited understanding or development Uses generalised or imprecise language labels and exemplification may not add to the discussion of the data Describes or paraphrases content Shows limited clarity in writing	boots', colloquial choices Inclusive pronouns 'we' Interrogatives – open and closed questions Repetition Tag questions
1-3 Paraphrases	Rudimentary linguistic knowledge Linguistic methods applied inaccurately or not at all Lapses in written communication	Covers little of the data Selects few, if any, language features/methods Writes briefly with little understanding Shows very little clarity	
Shows no knowledge	Nothing written Unintelligible		

Marks	Skills Descriptors	Further Details	Contents Descriptors
Question 1 AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches		Tests candidates' ability to select and evaluate ideas from language study to relate them to the data	Theories and concepts may be used to challenge as well as support evidence from the texts. Functions of language
15-16 Synthesises	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding the topic Explores a range of judicious examples	Selects concepts/issues critically Develops discussion of concepts tentatively, seeing supports and challenges to concepts in light of data Connects a range of concepts to examples from the data with subtlety Integrates concepts, analysis of language methods	Stages of development Politeness / Face Child Directed Speech / Interactionist theories Behaviourism – reinforcement/
11-14 Explores relevantly	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	and/or contextual factors Selects appropriate concepts showing understanding Develops discussion helpfully Applies a range of concepts to examples from the data relevantly Links concepts with analysis of language methods and/or contextual factors	conditioning Innateness / LAD/ virtuous errors etc. Cognitive/learning theories

7-10	Some awareness of language concepts and issues	Refers to some concepts relevantly Discusses some concepts, showing some awareness	
Begins to make links	A number of concepts/issues discussed – but not fully explored Beginning to select and use	Sees some links between concepts learned and offers some examples from the data, but not consistently for all concepts raised	
	salient examples	Links some concepts with an awareness of language methods and/or contextual factors	
3-6	Limited number of language concepts highlighted	Describes some concepts with a limited relevance, or makes few references to concepts	
Describes with some	Superficial understanding shown	Makes general comments, showing basic understanding	
relevance	Often descriptive and/or anecdotal examples	Explains concepts, often unlinked to data examples Makes limited attempt to link concepts with language methods and/or contextual factors	
1-2	Elementary understanding of language concepts and use	Refers to concepts irrelevantly Makes general comments, showing very limited	
Repeats without insight	More knowledge than relevance shown	understanding	
	Occasional reference to language concepts, but likely to be misunderstood	Labels a concept with no relevance to the data	
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills Descriptors	Further Details	Contents Descriptors
factors on the written langua constituents of		Tests candidates' ability to understand the complexity of context as multi-layered e.g. immediate relationships, places and times and the larger culture that surrounds them	Discussion of roles, routines, relationships and setting could include: Setting:
8 Evaluates systematically	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of contextual factors in the light of language features Integrated and helpful use of the data to support interpretation	Interprets using effective selection of different contextual factors Offers tentative interpretations / recognises complexity of contexts Relates contextual factors consistently to language features, offering developed comment	 domestic Aunt's home Ruby as a regular visitor Relationships: shared knowledge of family members family connections
6-7 Analyses	Clear understanding of a range of contextual factors Sound analysis & engagement with contextual factors in the light of language features Fully supported interpretations	Identifies and explores a sensible selection of different contextual factors Engages with contextual factors in sustained discussion Links contextual factors to relevant examples from the data	Roles: • Aunt as temporary carer • adult role as assisting Ruby's learning/directing behaviour/encouraging interaction Cultural awareness e.g. Dora the Explorer
4-5 Begins to analyse	Some consideration and understanding of contextual factors Some awareness of the link between language features & context Ideas generally supported	Identifies and discusses some contextual factors, some more relevantly Offers straightforward interpretations of contextual factors Links contextual factors to language features, although not consistently across response	Routines/rituals:

2-3	Awareness of one or two factors influencing data – likely to be broad in focus	Selects contextual factors that are very generalised
Describes with some relevance	Some limited attempt to analyse audience/ purpose/ genre/ context	Identifies factors but these are undeveloped or briefly referenced
	Some supported points	Makes few links to language features / lacks convincing data relevance
1	Little or no attempt to explore issues of audience/ purpose/ genre/ context	Repeats contextual information from question rubric
Paraphrases	Superficial/generalised response to the data	Makes very general, and possibly unfounded, observations on contextual factors
	Likely to paraphrase/summarise	Links to data are not in evidence
0 Shows no knowledge	Nothing written Unintelligible	

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 2			Text B
AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent,		Tests candidates' ability to identify language features and communicate clearly and accurately	Teacher
accurate writte			Lexis: positive word choices,
22-24 Evaluates	Systematic & evaluative exploration of data using linguistic methods	Covers data in detail, showing awareness of salient features	inclusive pronouns, use of names, repetition, simple lexis (e.g. adjectives)
systematically	Accurate & perceptive linguistic knowledge	Selects a range of linguistic methods, structured effectively to show understanding Sees patterns and clusters examples, exploring their	Discourse: turn taking, tag questions, pauses, incomplete utterances/sentence frames
	Appropriate, controlled & accurate expression	Applies terms correctly and with technical precision Communicates ideas fluently	Prosody: elongation of words, stress Pragmatics: Non-verbal signals (e.g. actions)
16-21	Uses linguistic methods in a systematic way	Covers data in detail	Utterance types - declaratives/interrogatives
Analyses	Appropriate & accurate linguistic knowledge Controlled & accurate expression	Selects linguistic methods relevantly, with clear structuring Sees patterns and clusters examples, discussing choices sensibly to show understanding (more consistency/ development/selection shown at the top of the band) Applies terms correctly and with consistent accuracy	Grammar: modal verbs
		Communicates ideas clearly	Children

10-15	Applies & explores some linguistic methods	Covers some aspects of the data, but not engaging with trends in the data	Lexis: field specific to story and narrative structure
Begins to analyse	Some appropriate linguistic knowledge Generally accurate written communication	Selects from linguistic methods, some more relevantly and/or developed than others Uses exemplification to support points and labels features with some accuracy Discusses relevant features but not always in depth	Discourse: simultaneous speech, overlaps, interruptions, non-fluency features, repetition, turn-taking Pragmatics: Non-verbal signals (e.g. actions)
		Writes clearly with some lapses	
4-9	Basic linguistic methods applied, but not convincing	Covers some isolated features of the data	Book
Describes with some relevance	Limited linguistic knowledge & understanding	Selects from linguistic methods, but with limited understanding or development	Lexis: simple, repetitive choices Phonology: rhymes
Tolevanos	Inconsistent clarity & accuracy in communication	Uses generalised or imprecise language labels and exemplification may not add to the discussion of the data	Thenelogy: mymes
		Describes or paraphrases content	
		Shows limited clarity in writing	
1-3	Rudimentary linguistic knowledge	Covers little of the data	
Paraphrases	Linguistic methods applied	Selects few, if any, language features/methods	
	inaccurately or not at all	Writes briefly with little understanding	
	Lapses in written communication	Shows very little clarity	
Shows no	Nothing written		
knowledge	Unintelligible		

Marks	Skills Descriptors	Further Details	Contents Descriptors
Question 2			Theories and concepts may be
AO2 Demonst	rate critical understanding of a	Tests candidates' ability to select and evaluate ideas	used to challenge as well as
range of conc	epts and issues related to the	from language study and to relate them to the data	support evidence from the texts.
construction a	and analysis of meanings in spoken		
and written la	nguage, using knowledge of		
linguistic app	roaches		Sinclair and Coulthard's IRF
15-16	Perceptive understanding of a	Selects concepts/issues critically	
	range of issues	, , , , , , , , , , , , , , , , , , ,	Children's reading process/use of
		Develops discussion of concepts tentatively, seeing supports	cues
Synthesises	Conceptualised discussion of	and challenges to concepts in light of data	
•	ideas surrounding the topic		Literacy development theories
		Connects a range of concepts to examples from the data	
	Explores a range of judicious	with subtlety	Reading methods – phonics/look
	examples	,	and say
	_	Integrates concepts, analysis of language methods and/or	,
		contextual factors	Behaviourism: positive
			reinforcement/conditioning
11-14	Clear understanding of a range of	Selects appropriate concepts showing understanding	
	language concepts and issues		Interactionist / input – Bruner and
		Develops discussion helpfully	rituals, scaffolding etc.
Explores	Developed discussion of ideas		induiting tree
relevantly	relating to concepts/issues	Applies a range of concepts to examples from the data	Child Directed Speech
•		relevantly	Cima Zirottoa Opocoii
	Explores a range of well-selected		Gender
	examples	Links concepts with analysis of language methods and/or	
		contextual factors	Power
			1 00001

7-10	Some awareness of language concepts and issues	Refers to some concepts relevantly Discusses some concepts, showing some awareness	
Begins to make links	A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	Sees some links between concepts learned and offers some examples from the data, but not consistently for all concepts raised Links some concepts with an awareness of language methods and/or contextual factors	
3-6	Limited number of language concepts highlighted	Describes some concepts with a limited relevance, or makes few references to concepts	
Describes with some	Superficial understanding shown	Makes general comments, showing basic understanding	
relevance	Often descriptive and/or anecdotal examples	Explains concepts, often unlinked to data examples Makes limited attempt to link concepts with language methods and/or contextual factors	
1-2	Elementary understanding of language concepts and use	Refers to concepts irrelevantly Makes general comments, showing very limited	
Repeats without insight	More knowledge than relevance shown	understanding Labels a concept with no relevance to the data	
	Occasional reference to language concepts, but likely to be misunderstood	Labols a concept with no relevance to the data	
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills Descriptors	Further Details	Contents Descriptors
Question 2	·		Discussion of the effects on
AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language		Tests candidates' ability to understand the complexity of context as multilayered e.g. immediate relationships, places and times and the larger culture that surrounds them	language of some of the following:
8 Evaluates systematically	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of contextual factors in the light of language features Integrated and helpful use of the data to support interpretation	Interprets using effective selection of different contextual factors Offers tentative interpretations / recognises complexity of contexts Relates contextual factors consistently to language features, offering developed comment	Setting:
6-7 Analyses	Clear understanding of a range of contextual factors Sound analysis & engagement with contextual factors in the light of language features Fully supported interpretations	Identifies and explores a sensible selection of different contextual factors Engages with contextual factors in sustained discussion Links contextual factors to relevant examples from the data	 repeated experience classroom practices Role of book: entertaining purpose teaching aid Activity:
4-5 Begins to analyse	Some consideration and understanding of contextual factors Some awareness of the link between language features & context	Identifies and discusses some contextual factors, some more relevantly Offers straightforward interpretations of contextual factors	 shared reading purpose to teach
	Ideas generally supported	Links contextual factors to language features, although not consistently across response	Role of teacher: • teach reading

2-3	Awareness of one or two factors influencing data – likely to be broad in focus	Selects contextual factors that are very generalised	support learningencourage interaction
Describes			and an argument and are
with some	Some limited attempt to analyse	Identifies factors but these are undeveloped or	Children:
relevance	audience/purpose/ genre/ context	briefly referenced	• age
			• gender
	Some supported points	Makes few links to language features / lacks	
		convincing data relevance	Cultural knowledge of books/fairy
1	Little or no attempt to explore issues of	Repeats contextual information from question	_ tales
	audience/ purpose/ genre/ context	rubric	
Paraphrases			
-	Superficial/generalised response to the data	Makes very general, and possibly unfounded,	
		observations on contextual factors	
	Likely to paraphrase/summarise		
		Links to data are not in evidence	
0	Nothing written		
Shows no			
knowledge	Unintelligible		

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 3			<u>Text C</u>
AO1 Select &	apply a range of linguistic	Tests candidates' ability to identify language features and	
methods, to co	ommunicate relevant	communicate clearly and accurately	Grammar:
knowledge us	ing appropriate terminology		dative form ('for whom')
& coherent, ac	ccurate written expression		sentence types (complex etc.)
22-24	Systematic & evaluative exploration of data using	Covers data in detail, showing awareness of salient features	declaratives etc (for purpose and rhetoric)
Evaluates systematically	linguistic methods	Selects a range of linguistic methods, structured effectively to show understanding	modal verbs conditional
	Accurate & perceptive		word order ('I doubt not')
	linguistic knowledge	Sees patterns and clusters examples, exploring their significance	Lexis/semantics:
	Appropriate, controlled &		religious lexis
	accurate expression	Applies terms correctly and with technical precision	references to literary genres and contemporary magazines
		Communicates ideas fluently	nouns of clothing types changing use of words archaic lexis
16-21	Uses linguistic methods in a systematic way	Covers data in detail	('nay', 'parleying') pronouns ('l', 'you', 'they')
Analyses	,	Selects linguistic methods relevantly, with clear structuring	adjectives describing female
,	Appropriate & accurate	J, J,	attributes('dear', sweet')
	linguistic knowledge	Sees patterns and clusters examples, discussing choices sensibly to show understanding (more consistency/	comparative adjectives; lexical/semantic change examples ('every body')
	Controlled & accurate expression	development/ selection shown at the top of the band)	
		Applies terms correctly and with consistent accuracy	
		Communicates ideas clearly	

10-15 Begins to	Applies & explores some linguistic methods	Covers some aspects of the data, but not engaging with trends in the data	Orthography: long s,
analyse	Some appropriate linguistic knowledge	Selects from linguistic methods, some more relevantly and/or developed than others	spelling ('cloaths', 'publick')
	Generally accurate written communication	Uses exemplification to support points and labels features with some accuracy	Graphology: italics (use and pragmatic effects), historiated initial (drop cap)
		Discusses relevant features but not always in depth Writes clearly with some lapses	Punctuation: variety for different effects capital letters, capitalisation, image,
4-9	Basic linguistic methods applied, but not convincing	Covers some isolated features of the data	apostrophe omission (elision) e.g. "tis', 'wish'd'
Describes with some relevance	Limited linguistic knowledge & understanding	Selects from linguistic methods, but with limited understanding or development	Discourse structure: presentation of an argument through
	Inconsistent clarity & accuracy in communication	Uses generalised or imprecise language labels and exemplification may not add to the discussion of the data Describes or paraphrases content	cohesion (pronouns/collocations) and structure (writer's viewpoint, criticism of women, the clergy and then fashion choices)
		Shows limited clarity in writing	Pragmatics: evidence of speaker's tone
1-3 Paraphrases	Rudimentary linguistic knowledge	Covers little of the data Selects few, if any, language features/methods	– humble, respectful, patronising, opinionated etc
Тагарптазоз	Linguistic methods applied inaccurately or not at all	Writes briefly with little understanding	
	Lapses in written communication	Shows very little clarity	
O Shows no knowledge	Nothing written Unintelligible		

Marks	Skills Descriptors	Further Details	Contents Descriptors
Question 3 AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches		Tests candidates' ability to select and evaluate ideas from language study and to relate them to the data	Theories and concepts may be used to challenge as well as support evidence from the texts.
15-16	Perceptive understanding of a range of issues	Selects concepts/issues critically Develops discussion of concepts tentatively, seeing	Lexical and semantic change processes Standardisation and its effects
Synthesises	Conceptualised discussion of ideas surrounding the topic	supports and challenges to concepts in light of data Connects a range of concepts to examples from the	Prescriptivism
	Explores a range of judicious examples	lntegrates concepts, analysis of language methods and/or contextual factors	Gender representation Representation of clergymen Politeness / Negative / Positive Face
11-14	Clear understanding of a range language concepts and issues	Selects appropriate concepts showing understanding Develops discussion helpfully	Issues of mode
Explores relevantly	Developed discussion of ideas relating to concepts/issues Explores a range of well-selected	Applies a range of concepts to examples from the data relevantly	Power
	examples	Links concepts with analysis of language methods and/or contextual factors	

7-10	Some awareness of language concepts and issues	Refers to some concepts relevantly	
Begins to make links	A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	Discusses some concepts, showing some awareness Sees some links between concepts learned and offers some examples from the data, but not consistently for all concepts raised Links some concepts with an awareness of language methods and/or contextual factors	
3-6	Limited number of language concepts highlighted	Describes some concepts with a limited relevance, or makes few references to concepts	
Describes with some	Superficial understanding shown	Makes general comments, showing basic understanding	
relevance	Often descriptive and/or anecdotal examples	Explains concepts, often unlinked to data examples Makes limited attempt to link concepts with language methods and/or contextual factors	
1-2	Elementary understanding of language concepts and use	Refers to concepts irrelevantly Makes general comments, showing very limited	
Repeats without insight	More knowledge than relevance shown	understanding Labels a concept with no relevance to the data	
	Occasional reference to language concepts, but likely to be misunderstood		
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills Descriptors	Further Details	Contents Descriptors
Question 3			·
AO3 Analyse and evaluate the influence of contextual		Tests candidates' ability to understand the	Discussion of audience, purpose,
factors on the production and reception of spoken and		complexity of context as multilayered e.g.	contexts of reception, production,
	ige, showing knowledge of the key	immediate relationships, places and times	use, social contexts could include:
constituents of		and the larger culture that surrounds them	
8	Perceptive and insightful exploration of contextual factors	Interprets using effective selection of different contextual factors	Satirical/persuasive purpose
Evaluates			
systematically	Analytical and systematic interpretation of contextual factors in the light of language	Offers tentative interpretations / recognises complexity of contexts	Male writer
	features		Anonymous writer
		Relates contextual factors consistently to	,
	Integrated and helpful use of the data to support interpretation	language features, offering developed comment	Pamphlet for distribution
6-7	Clear understanding of a range of contextual	Identifies and explores a sensible selection of	Male/female upper class audience
	factors	different contextual factors	
Analyses			Fashion
•	Sound analysis & engagement with contextual	Engages with contextual factors in sustained	
	factors in the light of language features	discussion	Gender roles
	Fully supported interpretations	Links contextual factors to relevant examples	Religion
		from the data	Influences of books/ culture
4.5	Come consideration and understanding of	I de atifica and discussion come contextual factors	initidefices of books/ culture
4-5	Some consideration and understanding of contextual factors	Identifies and discusses some contextual factors,	
Begins to	Contextual factors	some more relevantly	
analyse	Some awareness of the link between language	Offers straightforward interpretations of	
anaiyse	features & context	contextual factors	
	Ideas generally supported	Links contextual factors to language features, although not consistently across response	

2-3	Awareness of one or two factors influencing data – likely to be broad in focus	Selects contextual factors that are very generalised
Describes with some relevance	Some limited attempt to analyse audience/ purpose/ genre/ context	Identifies factors but these are undeveloped or briefly referenced
	Some supported points	Makes few links to language features / lacks convincing data relevance
1 Paraphrases	Little or no attempt to explore issues of audience/ purpose/ genre/ context	Repeats contextual information from question rubric
r drapmases	Superficial/generalised response to the data	Makes very general, and possibly unfounded, observations on contextual factors
	Likely to paraphrase/summarise	Links to data are not in evidence
0 Shows no knowledge	Nothing written Unintelligible	

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 4			i
AO1 Select &	apply a range of linguistic	Test candidates' ability to identify language features and	
methods, to co	ommunicate relevant	communicate clearly and accurately	Text D
knowledge us	ing appropriate	·	
	coherent, accurate written		Lexis: direct address; third person 'he'
expression	·		used for British broadcaster;
22-24	Systematic & evaluative	Covers data in detail, showing awareness of salient features	American/British lexical choices 'pal';
	exploration of data using	·	archaic lexis 'tommy', 'swank', 'navvy';
Evaluates	linguistic methods	Selects a range of linguistic methods, structured effectively to	idioms;
systematically		show understanding	examples of lexical and semantic change
	Accurate & perceptive		('railways', 'motorcars' etc)
	linguistic knowledge	Sees patterns and clusters examples, exploring their	
		significance	Phonology: eye dialect ('hyah')
	Appropriate, controlled &		
	accurate expression	Applies terms correctly and with technical precision	Orthography: quotation marks for pragmatic effects, brackets to give
		Communicates ideas fluently	definitions, spelling representations (e.g.,
16-21	Uses linguistic methods in	Covers data in detail	'cueing')
	a systematic way	Covoro data in dotain	
Analyses		Selects linguistic methods relevantly, with clear structuring	Grammar: mix of declarative and
,	Appropriate & accurate	The second might be a second m	imperatives; mix of sentence types;
	linguistic knowledge	Sees patterns and clusters examples, discussing choices	
		sensibly to show understanding (more consistency/	Pragmatics: shared knowledge of
	Controlled & accurate expression	development/ selection shown at the top of the band)	American accents; humour
	. ,	Applies terms correctly and with consistent accuracy	Register: Advisory, direct 'military' style
		Communicates ideas clearly	<u>Text E</u>

10-15	Applies & explores some linguistic methods	Covers some aspects of the data, but not engaging with trends in the data	Lexis: field specific to English
Begins to analyse	Some appropriate linguistic knowledge	Selects from linguistic methods, some more relevantly and/or developed than others	Language/linguistics; examples of lexical and semantic change; contrast of lexis to describe British & American attitudes; metaphors of competition ('clash', 'rival')
	Generally accurate written communication	Uses exemplification to support points and labels features with some accuracy	Grammar: declaratives
		Discusses relevant features but not always in depth Writes clearly with some lapses	Phonology: eye dialect ('atti chewed') to present pronunciation; stress patterns in English)
4-9	Basic linguistic methods applied, but not	Covers some isolated features of the data	Discourse structure:
Describes with some relevance	convincing	Selects from linguistic methods, but with limited understanding or development	Use of quotations/direct speech; short paragraphs
relevance	Limited linguistic knowledge & understanding	Uses generalised or imprecise language labels and exemplification may not add to the discussion of the data	Register: Academic / journalistic
	Inconsistent clarity & accuracy in communication	Describes or paraphrases content Shows limited clarity in writing	
1-3	Rudimentary linguistic knowledge	Covers little of the data	
Paraphrases	Linguistic methods applied	Selects few, if any, language features/methods	
	inaccurately or not at all	Writes briefly with little understanding	
	Lapses in written communication	Shows very little clarity	_
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills Descriptors	Further Details	Contents Descriptors
Question 4			
AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches		Test candidates' ability to select and evaluate ideas from language study and to relate them to the data	Theories and concepts may be used to challenge as well as support evidence from the texts.
15-16	Perceptive understanding of a range of issues	Selects concepts/issues critically Develops discussion of concepts tentatively,	Attitudes to influences on British & American English, incl. prescriptive and descriptive debates
Synthesises	Conceptualised discussion of ideas surrounding the topic	seeing supports and challenges to concepts in light of data	Views about 'correct'/ 'incorrect',
	Explores a range of judicious examples	Connects a range of concepts to examples from the data with subtlety	Standard and non-Standard English
		Integrates concepts, analysis of language methods and/or contextual factors	Language change processes
11-14	Clear understanding of a range of language concepts and issues	Selects appropriate concepts showing understanding	Views of specific linguists
Explores relevantly	Developed discussion of ideas relating to concepts/issues	Develops discussion helpfully	<u>Text D</u>
-	Explores a range of well-selected	Applies a range of concepts to examples from the data relevantly	Face/politeness
	examples	_	Accommodation Theory
		Links concepts with analysis of language methods and/or contextual factors	Representation/stereotypes of the British and English Language

7-10	Some awareness of language concepts and issues	Refers to some concepts relevantly	Gender/power debates as relevant
Begins to make links	A number of concepts/issues discussed – but not fully explored	Discusses some concepts, showing some awareness	Ideologies
	Beginning to select and use salient examples	Sees some links between concepts learned and offers some examples from the data, but not consistently for all concepts raised	Codification <u>Text E</u>
		Links some concepts with an awareness of language methods and/or contextual factors	Power - authority and status of cited sources (British Library) and speakers
3-6	Limited number of language concepts highlighted	Describes some concepts with a limited relevance, or makes few references to concepts	Ideologies
Describes with some relevance	Superficial understanding shown Often descriptive and/or anecdotal examples	Makes general comments, showing basic understanding Explains concepts, often unlinked to data examples	Technology – interactivity, web article conventions
		Makes limited attempt to link concepts with language methods and/or contextual factors	
1-2 Repeats without insight	Elementary understanding of language concepts and use More knowledge than relevance shown Occasional reference to language concepts, but likely to be misunderstood	Refers to concepts irrelevantly Makes general comments, showing very limited understanding Labels a concept with no relevance to the data	
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills Descriptors	Further Details	Contents Descriptors
Question 4			
AO3 Analyse and evaluate the influence of		Tests candidates' ability to understand the	Discussion of audience, purpose,
contextual factors on the production and reception		complexity of context as multi-layered e.g.	contexts of reception, production,
of spoken and written language, showing knowledge of the key constituents of language		immediate relationships, places and times and the larger culture that surrounds them	use, social contexts could include:
	contextual factors	factors	<u>Text D</u>
Evaluates			
systematically	Analytical and systematic	Offers tentative interpretations / recognises complexity	Text Producer – American Military
	interpretation of contextual factors in the	of contexts	
	light of language features		Audience – American Servicemen
		Relates contextual factors consistently to language	
	Integrated and helpful use of the data	features, offering developed comment	Contexts of production: war,
	to support interpretation		pamphlet to keep as reference
6-7	Clear understanding of a range of	Identifies and explores a sensible selection of different	guide
	contextual factors	contextual factors	A
Analyses			Nature of different nationality with
	Sound analysis & engagement with	Engages with contextual factors in sustained discussion	different cultural, social and
	contextual factors in the light of		language practices
	language features	Links contextual factors to relevant examples from the	
		data	Purposes – inform, advise, educate
	Fully supported interpretations		Other feeters for above as
4-5	Some consideration and	Identifies and discusses some contextual factors, some	Other factors for change as
	understanding of contextual factors	more relevantly	relevant (technology, fashion)
Begins to			Tout F
analyse	Some awareness of the link between	Offers straightforward interpretations of contextual	<u>Text E</u>
	language features & context	factors	Toyt Bradusar Daily Mail
		Links contactual factors to leave and factors	Text Producer- Daily Mail
	Ideas generally supported	Links contextual factors to language features, although	Purpose – entertain, inform,
		not consistently across response	persuade
			persuaue

Awareness of one or two factors	Selects contextual factors that are very generalised	
influencing data – likely to be broad in		Audience – Mail readers
focus	Identifies factors but these are undeveloped or briefly referenced	Context of reception – online
Some limited attempt to analyse		,
audience/ purpose/ genre/ context	Makes few links to language features / lacks convincing data relevance	Broader factors
Some supported points		
Little or no attempt to explore issues of audience/ purpose/ genre/ context	Repeats contextual information from question rubric	Globalisation
3	Makes very general, and possibly unfounded,	
Superficial/generalised response to the data	observations on contextual factors	
	Links to data are not in evidence	
Likely to paraphrase/summarise		
Nothing written		
Unintelligible		
	influencing data – likely to be broad in focus Some limited attempt to analyse audience/ purpose/ genre/ context Some supported points Little or no attempt to explore issues of audience/ purpose/ genre/ context Superficial/generalised response to the data Likely to paraphrase/summarise Nothing written	influencing data – likely to be broad in focus Some limited attempt to analyse audience/ purpose/ genre/ context Some supported points Little or no attempt to explore issues of audience/ purpose/ genre/ context Superficial/generalised response to the data Likely to paraphrase/summarise Nothing written Identifies factors but these are undeveloped or briefly referenced Makes few links to language features / lacks convincing data relevance Makes very limited attempt to explore issues of audience/ purpose/ genre/ context Makes very general, and possibly unfounded, observations on contextual factors Links to data are not in evidence