

General Certificate of Education (A-level)
June 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 student 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

Skills Descriptors	Further Details	Contents Descriptors
pply a range of linguistic	Tests candidates' ability to identify language features	Text A:
mmunicate relevant	and communicate clearly and accurately	
		Lexis: use of nouns (toys); colloquial
		choices, features of simplified 'baby
Systematic & evaluative exploration of data using	Covers data in detail, showing awareness of salient features	talk' ('wakey'); lexis associated with activities and her bedroom
linguistic methods	Selects a range of linguistic methods, structured effectively to show understanding	Discourse: non-fluency features incl.
Accurate & perceptive linguistic knowledge	Sees patterns and clusters examples, exploring their	false starts, pauses to simulate turn-taking and spontaneous speech;
	significance	deixis
accurate expression	Applies terms correctly and with technical precision	Grammar: non-standard use ('I be'); negative and question formation; use
	Communicates ideas fluently	of declaratives, imperatives
Uses linguistic methods in a	Covers data in detail	Phonology: prosodic features – used to create toy's and father's voices,
	Selects linguistic methods relevantly, with clear structuring	elongation and stress of words and tunes; substitution
linguistic knowledge	Sees patterns and clusters examples, discussing choices	Pragmatics: use of phatic talk and
Controlled & accurate	development/ selection shown at the top of the band)	awareness of discourse conventions for different contexts/scenarios
САРТОЗЗЮП	Applies terms correctly and with consistent accuracy	Tot amorate contexto, coordinate
	Communicates ideas clearly	
	pply a range of linguistic mmunicate relevant ng appropriate terminology & rate written expression Systematic & evaluative exploration of data using linguistic methods Accurate & perceptive linguistic knowledge Appropriate, controlled & accurate expression Uses linguistic methods in a systematic way Appropriate & accurate linguistic knowledge	pply a range of linguistic mmunicate relevant ng appropriate terminology & rate written expression 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 Covers data in detail 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 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

10-15 Begins to	Applies & explores some linguistic methods	Covers some aspects of the data, but not engaging with trends in the data	Text B:
analyse	Some appropriate linguistic knowledge	Selects from linguistic methods, some more relevantly and/or developed than others	Jan's language: Politeness Prosodic choices – intonation, sing
	Generally accurate written communication	Uses exemplification to support points and labels features with some accuracy	song voice Praise - 'good girl' Interrogatives – open and closed
		Discusses relevant features superficially	questions Repetition
		Writes clearly with some lapses	Tag questions
4-9	Basic linguistic methods applied, but not convincing	Covers some isolated features of the data	Leila's language:
Describes with some	Limited linguistic	Selects from linguistic methods, but with limited understanding or development	Phonology: elongation, stress; substitution; deletion; adoption of
relevance	knowledge & understanding	Uses generalised or imprecise language labels and	voices
	Inconsistent clarity & accuracy in communication	exemplification may not add to the discussion of the data	Grammar: accurate/non-standard constructions; range of sentence
	,	Describes or paraphrases content	functions
		Shows limited clarity in writing	Discourse: turn-taking; topic shifts
1-3	Rudimentary linguistic knowledge	Covers little of the data	Lexis: repeated phrases; range of
Paraphrases	Linguistic methods applied	Selects few, if any, language features/methods	lexical choices
	inaccurately or not at all	Writes briefly with little understanding	
	Lapses in written communication	Shows very little clarity	
0	Nothing written		7
Shows no knowledge	Unintelligible		

Marks	Skills Descriptors	Further Details	Contents Descriptors
range of concept construction and spoken and write	ate critical understanding of a cots and issues related to the ad analysis of meanings in ten language, using anguistic approaches	Test 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: • Social interactionism
15-16	Perceptive understanding of a range of issues	Selects concepts/issues critically	Child-directed speech
Synthesises	Conceptualised discussion of ideas surrounding topic	Develops discussion of concepts tentatively, seeing supports and challenges to concepts in light of data	PlaySocialisation
	Explores a range of judicious examples	Connects a range of concepts to examples from the data with subtlety	Cognitive approaches
		Integrates concepts, analysis of language methods and/or contextual factors	Reinforcement / behaviourism
11-14	Clear understanding of a	Selects appropriate concepts showing understanding	Language functions
	range of language concepts and issues	Develops discussion helpfully	Stages of development
Explores relevantly	Developed discussion of	Applies a range of concepts to examples from the data	Gender
	ideas relating to concepts/issues	relevantly	• Power
	Explores a range of well-	Links concepts with analysis of language methods and/or contextual factors	• Identity
	selected examples		Politeness / Face /Accommodation

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

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 1 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 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: Text A: Interactivity with the toys
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	 Use of different voices Construction of identities Performance to imagined audience Purposes - entertainment / developing sense of self Located in bedroom with access to toys Confined by room Use of environment and experiences to construct role play Own bedroom Age
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	 Sleep/rest time - routine Text B: At grandmother's house – familiar place With adult possibly not used to In garden Undertaking an activity Interactional purpose

4-5	Some consideration and understanding of contextual	Identifies and discusses some contextual factors, some more relevantly	
Begins to analyse	factors	,	
2090 10 00,00	1.00.00	Offers straightforward interpretations of contextual factors	
	Some awareness of the link	onoro chaighnot ward interpretations of contestada factors	
	between language features &	Links contextual factors to language features, although not	
	context	consistently across response	
	Comox	deficiently defect recoperate	
	Ideas generally supported		
2-3	Awareness of one or two	Selects contextual factors that are very generalised	
	factors influencing data –		
Describes with	likely to be broad in focus	Identifies factors but these are undeveloped or briefly	
some relevance		referenced	
	Some limited attempt to		
	analyse audience/ purpose/	Makes few links to language features / lacks convincing	
	genre/ context	data relevance	
	Some supported points		
1	Little or no attempt to	Repeats contextual information from question rubric	
	explore issues of audience/		
Paraphrases	purpose/ genre/ context	Makes very general, and possibly unfounded, observations	
		on contextual factors	
	Superficial/generalised		
	response to the data	Links to data are not in evidence	
	Likely to paraphrase/		
	summarise		
0	Nothing written		
Shows no	Unintelligible		
knowledge			

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 2			·
AO1 Select & a	pply a range of linguistic	Tests candidates' ability to identify language features	Text C:
methods, to co	mmunicate relevant	and communicate clearly and accurately	
knowledge usii	ng appropriate terminology &		Graphology: underlining; images;
coherent, accu	rate written expression		text boxes
22-24	Systematic & evaluative	Covers data in detail, showing awareness of salient features	
	exploration of data using		Grammar: range of sentence types –
Evaluates	linguistic methods	Selects a range of linguistic methods, structured effectively	simple, compound, complex;
systematically		to show understanding	declaratives and exclamatories; listing
	Accurate & perceptive	· ·	_
	linguistic knowledge	Sees patterns and clusters examples, exploring their	Lexis: simple adjectives ('big');
		significance	colloquial choices ('dad'); repetition
	Appropriate, controlled &		
	accurate expression	Applies terms correctly and with technical precision	Phonology: onomatopoeia
		Communicates ideas fluently	Text D:
16-21	Uses linguistic methods in a	Covers data in detail	Graphology: handwriting;
	systematic way		punctuation choices and omissions;
Analyses		Selects linguistic methods relevantly, with clear structuring	lineation/orientation; spacing;
	Appropriate & accurate		teacher's stamp
	linguistic knowledge	Sees patterns and clusters examples, discussing choices	
		sensibly to show understanding (more consistency/	Orthography: letters (formation);
	Controlled & accurate	development/ selection shown at the top of the band)	spelling choices
	expression		
		Applies terms correctly and with consistent accuracy	Grammar: variation in sentence types; use of past tense
		Communicatos ideas clearly	types, use of past terise
		Communicates ideas clearly	

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 superficially	Lexis/semantics: field specific to visit/mill Discourse: order of description; use of third person, first person plural and representation of speech
	Writes clearly with some langue	
Basic linguistic methods	Covers some isolated features of the data	
appea, sat et ee	Selects from linguistic methods, but with limited	
Limited linguistic	understanding or development	
knowledge & understanding	Liene generalised or imprecise language labels and	
Inconsistent clarity & accuracy in communication	exemplification may not add to the discussion of the data	
	Describes or paraphrases content	
	Shows limited clarity in writing	
Rudimentary linguistic	Covers little of the data	
knowleage	Selects few, if any, language features/methods	
Linguistic methods applied	Colocio fort, il arry, tarriguago foataros/montoas	
inaccurately or not at all	Writes briefly with little understanding	
Lapses in written	Shows very little clarity	
Unintelligible		
	Some appropriate linguistic knowledge Generally accurate written communication Basic linguistic methods applied, but not convincing Limited linguistic knowledge & understanding Inconsistent clarity & accuracy in communication Rudimentary linguistic knowledge Linguistic methods applied inaccurately or not at all	Inquistic methods

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 2 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: • genre: conventions of reports /
15-16	Perceptive understanding of a range of issues	Selects concepts/issues critically	information leaflets
Synthesises	Conceptualised discussion of ideas surrounding topic	Develops discussion of concepts tentatively, seeing supports and challenges to concepts in light of data	spelling stagestypes of children's spelling
	Explores a range of judicious examples	Connects a range of concepts to examples from the data with subtlety	strategies
	judicious examples	Integrates concepts, analysis of language methods and/or contextual factors	theories associated with teacher correction
11-14	Clear understanding of a range of language concepts	Selects appropriate concepts showing understanding	 national literacy strategies / teaching strategies
Explores	and issues	Develops discussion helpfully	multimodality
relevantly	Developed discussion of ideas relating to concepts/issues	Applies a range of concepts to examples from the data relevantly	 stages of development / literacy concepts
	Explores a range of well- selected examples	Links concepts with analysis of language methods and/or contextual factors	

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

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 2 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 multi-layered e.g. immediate relationships, places and times and the larger culture that surrounds them	Discussion of the effects on language of some of the following: Text C:
8 Evaluates systematically	Perceptive and insightful exploration of contextual factors	Interprets using effective selection of different contextual factors Offers tentative interpretations / recognises complexity of	Purpose: inform, prepare for trip, teaching tool Audience: primary school children
systematically	Analytical and systematic interpretation of contextual factors in the light of	contexts Relates contextual factors consistently to language features,	visiting mill Situation: use in classroom prior to
	language features Integrated and helpful use	offering developed comment	trip Text Producer: teacher
	of the data to support interpretation		Historical context of topic
6-7 Analyses	Clear understanding of a range of contextual factors	Identifies and explores a sensible selection of different contextual factors	Text D:
	Sound analysis & engagement with contextual factors in the light of	Engages with contextual factors in sustained discussion Links contextual factors to relevant examples from the data	Setting: classroom Relationships: child and teacher
	Fully supported interpretations		Routines: classroom practice to recount trip

4-5	Some consideration and understanding of contextual	Identifies and discusses some contextual factors, some more relevantly	Activity: undertaken by all children in class; purpose to show understanding
Begins to analyse	factors	Offers straightforward interpretations of contextual factors	of trip
	Some awareness of the link between language features & context	Links contextual factors to language features, although not consistently across response	Role of teacher: teach literacy, give feedback, support learning
	Ideas generally supported		Age: child
2-3	Awareness of one or two factors influencing data –	Selects contextual factors that are very generalised	Purpose: inform, recount
Describes with some relevance	likely to be broad in focus	Identifies factors but these are undeveloped or briefly referenced	
	Some limited attempt to analyse audience/ purpose/ genre/ context	Makes few links to language features / lacks convincing data relevance	
	Some supported points		
1	Little or no attempt to explore issues of audience /	Repeats contextual information from question rubric	
Paraphrases	purpose / genre / context	Makes very general, and possibly unfounded, observations on contextual factors	
	Superficial/generalised response to the data	Links to data are not in evidence	
	Likely to paraphrase/ summarise		
0	Nothing written		
Shows no knowledge	Unintelligible		

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 3			
AO1 Select & ap	ply a range of linguistic	Tests candidates' ability to identify language features	Text E:
methods, to con	nmunicate relevant	and communicate clearly and accurately	
knowledge usin	g appropriate terminology &		Grammar:
coherent, accura	ate written expression		past tense, irregular tense use
22-24	Systematic & evaluative exploration of data using	Covers data in detail, showing awareness of salient features	('beat'); adverbials, non-standard conjunctions ('but'); sentence types
Evaluates systematically	linguistic methods	Selects a range of linguistic methods, structured effectively to show understanding	(compound-complex etc.); declaratives
,	Accurate & perceptive		
	linguistic knowledge	Sees patterns and clusters examples, exploring their significance	Lexis/semantics: military lexis; changing use of words
	Appropriate, controlled &		('repairing', 'horrid', 'execute', 'affair',
	accurate expression	Applies terms correctly and with technical precision	'outrageous', 'suffered'); archaic lexis ('nay', 'parleying'); taboo lexis
		Communicates ideas fluently	
		,	Discourse:
16-21	Uses linguistic methods in a systematic way	Covers data in detail	narrative features, direct and reported speech, chronological account
Analyses		Selects linguistic methods relevantly, with clear structuring	
,a., 222	Appropriate & accurate	guidano maganono monoso por ramany, man oroan en actaming	Orthography:
	linguistic knowledge	Sees patterns and clusters examples, discussing choices sensibly to show understanding (more consistency/	capital letters, long s, punctuation (e.g. dashes to show omission, direct
	Controlled & accurate expression	development/ selection shown at the top of the band)	speech etc.)
	oxpression	Applies terms correctly and with consistent accuracy	Evidence of speaker's tone – humble, defensive, justifying, narrative style
		Communicates ideas clearly	

10-15	Applies & explores some linguistic methods	Covers some aspects of the data, but not engaging with trends in the data	
Begins to analyse	Some appropriate linguistic knowledge	Selects from linguistic methods, some more relevantly and/or developed than others	
	Generally accurate written communication	Uses exemplification to support points and labels features with some accuracy	
		Discusses relevant features superficially	
		Writes clearly with some lapses	
4-9	Basic linguistic methods applied, but not convincing	Covers some isolated features of the data	
Describes with		Selects from linguistic methods, but with limited	
some relevance	Limited linguistic knowledge & understanding	understanding or development	
		Uses generalised or imprecise language labels and	
	Inconsistent clarity & accuracy in communication	exemplification may not add to the discussion of the data	
		Describes or paraphrases content	
		Shows limited clarity in writing	
1-3	Rudimentary linguistic knowledge	Covers little of the data	
Paraphrases		Selects few, if any, language features/methods	
	Linguistic methods applied inaccurately or not at all	Writes briefly with little understanding	
	Lapses in written communication	Shows very little clarity	
0	Nothing written		
Shows no knowledge	Unintelligible		

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 3			·
AO2 Demonstrate critical understanding of a		Tests candidates' ability to select and evaluate ideas	Theories and concepts may be used
range of concepts	and issues related to the	from language study and to relate them to the data	to challenge as well as support
construction and a	nalysis of meanings in		evidence from the texts:
spoken and written	n language, using knowledge		
of linguistic approa	aches		 Lexical and semantic change
15-16	Perceptive understanding of a range of issues	Selects concepts/issues critically	processes
		Develops discussion of concepts tentatively, seeing	Standardisation and its effects on
Synthesises	Conceptualised discussion of ideas surrounding and	supports and challenges to concepts in light of data	English
	topic	Connects a range of concepts to examples from the data with subtlety	Genre conventions of court testimony
	Explores a range of	,	tootimony
	judicious examples	Integrates concepts, analysis of language methods and/or contextual factors	Representation of soldiers / rioters
11-14	Clear understanding of a range of language concepts	Selects appropriate concepts showing understanding	Mode: spoken / written
	and issues	Develops discussion helpfully	Power
Explores relevantly			1 5.1.5.
	Developed discussion of ideas relating to concepts/issues	Applies a range of concepts to examples from the data relevantly	• Gender
	Explores a range of well-selected examples	Links concepts with analysis of language methods and/or contextual factors	

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

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 3 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 multi-layered e.g. immediate relationships, places and times and the larger culture that surrounds them	Discussion of audience, purpose, contexts of reception, production, use, social contexts could include: Oral testimony written down
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	 Testimony of accused Context of production - courtroom/legal setting Context of reception – newspaper British speaker Role as soldier of occupying force American 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	Purposes – personal defence, inform, persuade

4-5	Some consideration and	Identifies and discusses some contextual factors, some	
Pogina to analyse	understanding of contextual	more relevantly	
Begins to analyse	factors	Offers straightforward interpretations of contextual factors	
	Some awareness of the link	Chors straightforward interpretations of contextual factors	
	between language features &	Links contextual factors to language features, although not	
	context	consistently across response	
	Idoos gonerally supported		
2-3	Ideas generally supported Awareness of one or two	Colocta contactual factors that are very generalised	
2-3	factors influencing data –	Selects contextual factors that are very generalised	
Describes with some relevance	likely to be broad in focus	Identifies factors but these are undeveloped or briefly referenced	
	Some limited attempt to		
	analyse audience / purpose/	Makes few links to language features / lacks convincing	
	genre / context	data relevance	
	Some supported points		
1	Little or no attempt to	Repeats contextual information from question rubric	
	explore issues of audience /		
Paraphrases	purpose / genre / context	Makes very general, and possibly unfounded, observations on contextual factors	
	Superficial/generalised		
	response to the data	Links to data are not in evidence	
	Likely to paraphrase/		
	summarise		
0	Nothing written		
	Unintelligible		
Shows no			
knowledge			

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 4	·		
AO1 Select & ap	oply a range of linguistic	Test candidates' ability to identify language features	Text F:
methods, to cor	nmunicate relevant	and communicate clearly and accurately	
	g appropriate terminology &		Field specific lexis of education
coherent, accur	ate written expression		and learning/educational register
22-24	Systematic & evaluative	Covers data in detail, showing awareness of salient features	('HMI' etc): archaic lexical choices
	exploration of data using		('e.g. 'thus', 'gramophones',
Evaluates	linguistic methods	Selects a range of linguistic methods, structured effectively	'bazaar'); changing semantics
systematically		to show understanding	('mistress'); formal choices; terms of
	Accurate & perceptive		address ('head mistress', 'Sir Roger
	linguistic knowledge	Sees patterns and clusters examples, exploring their	Curtis'); positive adjectives; abstract
		significance	nouns
	Appropriate, controlled &		
	accurate expression	Applies terms correctly and with technical precision	Grammar: complex sentences;
			declaratives; present tense;
		Communicates ideas fluently	modification typical of
			praise/feedback (use of adjectives)
16-21	Uses linguistic methods in a	Covers data in detail	
	systematic way		Orthography: use of '&'
Analyses		Selects linguistic methods relevantly, with clear structuring	
	Appropriate & accurate		Pragmatics: inferences from value
	linguistic knowledge	Sees patterns and clusters examples, discussing choices	placed upon certain learning
		sensibly to show understanding (more consistency/	activities (e.g. 'recitation')
	Controlled & accurate	development/ selection shown at the top of the band)	
	expression		
		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	Text G:
analyse	Some appropriate linguistic knowledge	Selects from linguistic methods, some more relevantly and/or developed than others	Field specific lexis of education and learning/educational register: formal choices; evaluative
	Generally accurate written communication	Uses exemplification to support points and labels features with some accuracy Discusses relevant features superficially Writes clearly with some lapses	adjectives; adverbs Grammar: present tense; declaratives; sentence complexity; rhetorical devices (listing, tripling etc)
4-9 Describes with some relevance	Basic linguistic methods applied, but not convincing Limited linguistic knowledge & understanding Inconsistent clarity & accuracy in communication	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	Pragmatics: relationship between head teacher/ school teacher and staff, students and parents; implied healthy focus ('Fruity Friday' and 'Walking Wednesday')
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 4 AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in		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:
of linguistic approa			Processes of language change (lexical/semantic change types)
15-16 Synthesises	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding 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 and/or contextual factors	 Attitudes to English Language, including prescriptivism Genre conventions of diaries/reports Representation of teachers/schools Informalisation
11-14 Explores relevantly	Clear understanding of a range of language concepts and issues Developed discussion of	Selects appropriate concepts showing understanding Develops discussion helpfully Applies a range of concepts to examples from the data	ColloquialisationGender
	ideas relating to concepts/issues Explores a range of well-selected examples	relevantly Links concepts with analysis of language methods and/or contextual factors	 Power Technology – affordances and constraints

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

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 4 AO3 Analyse and contextual factors reception of spok	evaluate the influence of son the production and en and written language, ge of the key constituents of 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	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 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	Discussion of audience, purpose, contexts of reception, production, use, social contexts could include: Roles of teachers, heads, inspectors, students and parents. Relationships between writer and intended audiences Public nature of texts Different audiences Purposes – inspect, inform, log, advise etc.
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	 Social change: topics of lessons/lectures/ activities of students Changing (or constant) nature of schooling in 20th century

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4-5	Some consideration and	Identifies and discusses some contextual factors, some
	understanding of contextual	more relevantly
Begins to analyse	factors	
· ·		Offers straightforward interpretations of contextual factors
	Some awareness of the link	
	between language features &	Links contextual factors to language features, although not
	context	consistently across response
	CONTEXT	Consistently across response
	Ideas generally supported	
2-3	Awareness of one or two	Selects contextual factors that are very generalised
- 0	factors influencing data –	Colocto definextual factors that are very generalised
Describes with	likely to be broad in focus	Identifies factors but these are undeveloped or briefly
some relevance	likely to be bload in locas	referenced
Some relevance	Some limited attempt to	leieieileeu
	analyse audience / purpose /	Makes few links to language features / lacks convincing
		data relevance
	genre / context	data relevance
	Come cupperted points	
	Some supported points	
1	Little or no attempt to	Repeats contextual information from question rubric
	explore issues of audience/	
Paraphrases	purpose/ genre/ context	Makes very general, and possibly unfounded, observations
		on contextual factors
	Superficial/generalised	
	response to the data	Links to data are not in evidence
	Likely to paraphrase/	
	summarise	
0	Nothing written	
Shows no	Unintelligible	
knowledge		
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