



Pearson

# **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel GCE

In English Language (6EN03)

Unit 3: Language Diversity and Children's Language  
Development

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### **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Section A: Language Diversity

Question Number	Indicative content	Mark
1(a)	<p>Candidates must choose <b>two</b> examples representing key constituents of language. These could be:</p> <ul style="list-style-type: none"> <li>• graphology</li> <li>• orthography</li> <li>• morphology</li> <li>• lexis</li> <li>• grammar.</li> </ul> <p>The candidate must give an example and analyse it closely using appropriate linguistic terminology. In each case the candidate should comment on the Standard English form and speculate briefly on why the change has occurred. Links to context should be centred on standardisation and changes in printing technology.</p> <p><b>Graphology</b></p> <ul style="list-style-type: none"> <li>• the reflexive pronoun 'herself' is written as two words: 'her self'</li> </ul> <p><b>Orthography</b></p> <p>Do not reward for identifying differences in individual spelling. The candidate must be able to identify a pattern and offer an explanation for the feature they are discussing.</p> <ul style="list-style-type: none"> <li>• &lt;y&gt; and &lt;i&gt; are interchangeable</li> <li>• &lt;v&gt; and &lt;u&gt; are interchangeable</li> <li>• the letter &lt;j&gt; is not used: 'iudgeth'</li> <li>• several words show the presence of the final &lt;e&gt;</li> <li>• the use of single/double vowels differs from standard spelling today: 'speche' (speech)</li> <li>• the use of single/double consonants differs from standard spelling today: 'plentyfull' (plentiful), 'lette' (let) and could be related to issues of phonology and standardisation of spelling</li> <li>• there are a number of instances where the spelling may represent sound/pronunciation changes. Examples include 'moch' (much), 'lerne' (learn), 'nources' (nurses) and 'retourne' (return)</li> <li>• the variable spelling of 'speak' ('speake' and 'speke') indicates a lack of a standard spelling system.</li> </ul> <p><b>Morphology</b></p> <ul style="list-style-type: none"> <li>• archaic 3<sup>rd</sup> person &lt;-eth&gt; ending on verbs</li> <li>• the adjective 'chief' is inflected with the superlative ending &lt;-est&gt;</li> <li>• the verb 'to be' is used in the base form: 'that be men'.</li> </ul>	(10)

**Lexis**

- the lexis is mainly current but several words are unlikely to be commonly used in such contexts and are quite formal: 'beasts'
- 'nources' (nurses) has undergone semantic change.

**Grammar**

- there is use of 'and' to start a sentence. Although common in the media today, this is not considered Standard English
- there is use of the archaic second person subject pronoun 'ye'.

These are suggestions only. Accept any reasonable and relevant examples.

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 – 2</b>	<ul style="list-style-type: none"> <li>• Identifies some appropriate language issues and concepts in the data.</li> <li>• Shows some limited understanding of these issues and concepts in analysis.</li> <li>• Uses linguistic knowledge indiscriminately and uncritically.</li> </ul>
<b>2</b>	<b>3 – 5</b>	<ul style="list-style-type: none"> <li>• Identifies language issues and concepts in the data.</li> <li>• Shows a clear and confident understanding of these issues and concepts in the course of analysis.</li> <li>• Applies linguistic knowledge in an accurate and appropriate way.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 – 2</b>	<ul style="list-style-type: none"> <li>• Shows some limited awareness of the contextual factors in the data.</li> <li>• Lacks security in the use of the key constituents of language.</li> </ul>
<b>2</b>	<b>3 – 5</b>	<ul style="list-style-type: none"> <li>• Shows full awareness of the contextual factors in the data.</li> <li>• Applies the key constituents of language confidently and appropriately in the course of the analysis.</li> </ul>

Question Number	Indicative content
1(b)	<p>Texts 2 and 3 are both examples of opinion pieces with an informative and persuasive function written about women. Comments should focus on how opinion pieces have changed over time in response to changes in language, audience and society, as well as aspects that have remained similar.</p> <p>The main areas of focus are likely to be:</p> <ul style="list-style-type: none"> <li>• graphology</li> <li>• orthography</li> <li>• phonology</li> <li>• morphology</li> <li>• lexis</li> <li>• grammar</li> <li>• discourse/pragmatics.</li> </ul> <p>Text 2</p> <p><b>Graphology</b></p> <ul style="list-style-type: none"> <li>• capital letters are used for the initial word(s) in each paragraph.</li> </ul> <p><b>Orthography</b></p> <ul style="list-style-type: none"> <li>• there is evidence of American spelling: 'humorous'.</li> </ul> <p><b>Morphology</b></p> <p>The morphology is largely standard and reflects the date the text was produced.</p> <ul style="list-style-type: none"> <li>• the author appears to coin the new word 'mother-power' through compounding</li> <li>• a variety of feminine suffixes to coin a range of words related to feminine roles: 'mayorines' 'presidentesses'.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>• there is a semantic field representing American politics: 'Supreme Court' and 'State governess'</li> <li>• words with negative connotation reveal the author's attitude to potential changes in society.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• the article is written in the first person</li> <li>• modified noun phrases are used to provide detail and reflect the semantic field and the author's opinion: 'ruthless hygiene' and 'really absurd thing'</li> <li>• use of modal auxiliary verbs to imply certainty and possibility</li> <li>• declarative sentences are used to inform the audience</li> <li>• a single interrogative is used</li> <li>• adverbs reflect the author's attitude: 'reply quite tranquilly' and 'reflect comfortably'</li> <li>• fronted adverbials are used to identify the different areas of the argument: 'so far as political equality is concerned'</li> </ul>

- the conjunction 'but' is used to start a sentence.
- non-Standard sentences are used: 'minute. inquisitorial and all embracing'
- use of subject complement structures
- the sentences are long and complex and use semicolons to link closely related independent clauses. By modern standards, this makes the text dense and less accessible.

### **Discourse/Pragmatics**

- first person singular pronoun used to create conversational effect and reinforce the opinion nature of the article
- the author supports the new feminism in the first half of the article and seems to disagree in the second.

Text 3

### **Graphology**

- numbered lists are used to split up the information and make it more visually appealing
- short paragraphs
- italics and bold are used to mimic stress in spoken language: 'progressive *enough*'
- italics used to quote the work of others
- underlining for hyperlinks reflects its electronic mode.

### **Orthography**

- The orthography is General American.

### **Lexis**

- some use of specialist terminology that would be understood by an American audience: 'GOP ranks'
- 'all-caps' is probably a reference to shouting and reflects the electronic mode
- semantic field of diversity: 'sexism', 'misogyny' and 'empowerment'
- mainly formal to create a trustworthy academic argument
- evidence of some informal language: 'dudes' and 'folks'
- taboo language relates to young audience and hints at the author's outrage
- the adjective 'Clintonite' is coined in the quotation. This is common in politics.

### **Grammar**

- the first person pronoun 'I', which reflects its status as a blog
- the first person plural 'we' is used to create a sense of community
- modified noun phrases are used to identify different groups: 'American feminists', 'self-described feminists' and 'white women'
- relative clauses are used to add extra information about some of the groups the author is discussing: '...those who aren't just capital-w-for white "Women"'



- adverbials are used to indicate time and show how current the issues are: 'last week'
- modal auxiliary verbs are used to convey certainty and build the audience's confidence in the argument
- mostly long complex sentences with multiple subordinate clauses to allow a detailed argument to be developed
- declarative sentences are used to inform
- an imperative is used to direct the audience to read a work that will back up the author's argument: '...consider making it this'
- contractions are used to lower the formality and give an aspect of spoken language to the text
- some passive structures are used when the agent or doer of the action is unimportant or not the primary focus : '...women's issues have always been defined'.

**Discourse/Pragmatics**

- the use of second person 'you' and contractions create a conversational tone
- repetition of 'the problem with Hillary' reinforces the author's view
- author reveals her negative opinions of others: 'self-described feminists' and 'capital-w-for-white Women'
- Hillary Clinton is mainly referred to by her first name
- proper nouns referring to other countries shows global nature of feminism

These are suggestions only. Accept any reasonable and relevant examples.

**(40 marks)**

<b>Band</b>	<b>Mark</b>	<b>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</b>
<b>1</b>	<b>0 – 3</b>	<ul style="list-style-type: none"> <li>• Shows insecurity in the selection of linguistic methods to address the data.</li> <li>• Applies some linguistic terminology but with lapses.</li> <li>• Writing has inaccuracies and lacks fluency.</li> </ul>
<b>2</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Selects mostly appropriate linguistic methods to address the data.</li> <li>• Applies appropriate linguistic terminology mostly accurately in the course of analysis.</li> <li>• Writes clearly and generally accurately.</li> </ul>
<b>3</b>	<b>7-10</b>	<ul style="list-style-type: none"> <li>• Selects and applies appropriate linguistic methods accurately.</li> <li>• Uses relevant linguistic terminology accurately and confidently.</li> <li>• Writes fluently, accurately and coherently.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 – 3</b>	<ul style="list-style-type: none"> <li>• Identifies a few language issues and concepts in the data.</li> <li>• Shows limited understanding of these issues in analysis.</li> <li>• Uses linguistic knowledge indiscriminately and uncritically.</li> </ul>
<b>2</b>	<b>4 – 6</b>	<ul style="list-style-type: none"> <li>• Identifies some language issues and concepts in the data.</li> <li>• Shows some understanding of these in the analysis.</li> <li>• Uses linguistic knowledge with some accuracy but with some lapses.</li> </ul>
<b>3</b>	<b>7 - 9</b>	<ul style="list-style-type: none"> <li>• Identifies relevant language issues and concepts in the data.</li> <li>• Shows an understanding of these in the analysis.</li> <li>• Uses and applies linguistic knowledge mostly accurately.</li> </ul>
<b>4</b>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Identifies a range of relevant language issues and concepts in the data.</li> <li>• Shows a clear understanding of these in the analysis.</li> <li>• Uses and applies linguistic knowledge accurately and appropriately.</li> </ul>
<b>5</b>	<b>13-15</b>	<ul style="list-style-type: none"> <li>• Identifies many relevant language issues and concepts in the data.</li> <li>• Shows a clear and confident understanding of these issues in the course of analysis.</li> <li>• Selects and applies linguistic knowledge in a critical and accurate way.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 – 3</b>	<ul style="list-style-type: none"> <li>• Shows limited awareness of the contextual factors in the data.</li> <li>• Lacks security in the use of the key constituents of language.</li> </ul>
<b>2</b>	<b>4 – 6</b>	<ul style="list-style-type: none"> <li>• Shows some awareness of the contextual factors in the data.</li> <li>• Shows some knowledge of the key constituents of language.</li> </ul>
<b>3</b>	<b>7 - 9</b>	<ul style="list-style-type: none"> <li>• Shows awareness of the contextual factors in the data.</li> <li>• Shows knowledge of the key constituents of language.</li> </ul>
<b>4</b>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Shows clear understanding of the contextual factors in the data.</li> <li>• Shows understanding of a range of key constituents of language.</li> </ul>
<b>5</b>	<b>13-15</b>	<ul style="list-style-type: none"> <li>• Shows full awareness of the contextual factors in the data.</li> <li>• Selects and applies a range of relevant key constituents of language in the course of the analysis.</li> </ul>

## Section B: Children’s Language Development

Question Number	Indicative Content
2(a)	<p>Candidates must choose <b>two</b> examples representing different key aspects of language and analyse these closely, using appropriate terminology and clear reference to any relevant theories that attempt to explain the acquisition of language. Candidates should also bear in mind any contextual features that may affect the language used.</p> <p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>• Joshua is variable in his production of some phonemes</li> <li>• he shows evidence of casual pronunciation that may have been influenced by his environment ‘I’m /əm/ doing snow balls’.</li> </ul> <p><b>Morphology</b></p> <ul style="list-style-type: none"> <li>• Joshua has developed present participle verb endings that enable him to describe ongoing actions</li> <li>• Joshua has developed noun plurals.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>• when Joshua uses the imprecise verb ‘doing’, his aunt models the standard verb ‘making’. Joshua seems to copy this.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Joshua’s aunt uses a series of interrogatives to interact with Joshua and give him opportunities to practise his language</li> <li>• Joshua is variable in his production of auxiliary verbs</li> <li>• Joshua is variable in his production of the copula</li> <li>• Joshua shows trial and error: ‘I do (.) they do’</li> <li>• the aunt expands Joshua’s utterances with intensifying adverbs and adjectives: ‘really big snowball’</li> <li>• Joshua can use interrogatives to show his needs.</li> </ul> <p><b>Discourse</b></p> <ul style="list-style-type: none"> <li>• Joshua’s aunt uses declaratives to tell Joshua his attempts at communication have been successful: ‘J: it’s snow A: it is’</li> <li>• Joshua does not overlap his aunt and so shows his development of conversational skills</li> <li>• his aunt always attempts to understand him and find meaning in what he says rather than insisting on artificial notions of correctness.</li> </ul>

**(10)**

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 – 2</b>	<ul style="list-style-type: none"> <li>• Identifies some appropriate language issues and concepts in the data.</li> <li>• Shows some limited understanding of these issues in analysis.</li> <li>• Uses linguistic knowledge indiscriminately and uncritically.</li> </ul>
<b>2</b>	<b>3 – 4</b>	<ul style="list-style-type: none"> <li>• Identifies language issues and concepts in the data.</li> <li>• Shows a clear and confident understanding of these issues in the course of analysis.</li> <li>• Applies linguistic knowledge in an accurate and appropriate way.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 – 3</b>	<ul style="list-style-type: none"> <li>• Shows some limited awareness of the contextual factors in the data.</li> <li>• Lacks security in the use of the key constituents of language.</li> </ul>
<b>2</b>	<b>4 – 6</b>	<ul style="list-style-type: none"> <li>• Shows full awareness of the contextual factors in the data.</li> <li>• Applies the key constituents of language confidently and appropriately in the course of the analysis.</li> </ul>

Question Number	Indicative content
2(b)	<p>The candidate should comment on and analyse:</p> <ul style="list-style-type: none"> <li>● the function of the language used</li> <li>● the context in which it was produced and how this influences the language</li> <li>● the development of written language and evidence that Ryan has developed a range of skills</li> <li>● how the data exemplifies any theories of child language development.</li> </ul> <p>The candidate should <b>not</b> use a deficit model to describe early writing.</p> <p>Reference to key constituents of language should be used to support the points that candidates are making. These could include:</p> <ul style="list-style-type: none"> <li>● graphology</li> <li>● orthography/phonology</li> <li>● morphology</li> <li>● lexis</li> <li>● grammar</li> <li>● discourse/pragmatics.</li> </ul> <p><b>Graphology</b></p> <ul style="list-style-type: none"> <li>● Ryan’s writing has directionality</li> <li>● Ryan’s writing has linearity at the start but without guiding lines he is unable to maintain it</li> <li>● word spacing is generally standard but some exceptions: ‘heran’ and ‘fol d’ (followed)</li> <li>● the title of his work is underlined. He may be adapting the approach he has learned in school</li> <li>● Ryan uses a full stop at the end of his narrative</li> <li>● Ryan does not use speech marks to distinguish direct speech from the rest of the text</li> <li>● the majority of his letters are formed standardly except &lt;b&gt; in ‘dac’ (back) and ‘ded’ (bed)</li> <li>● uses a capital letter on proper noun ‘Jake’</li> <li>● he uses some capital letters in the middle of sentences</li> <li>● Ryan does not complete some words when he reaches the end of the line.</li> </ul> <p><b>Orthography/Phonology</b></p> <ul style="list-style-type: none"> <li>● there is evidence that Ryan is adopting a sounding out approach where he links individual graphemes to phonemes, perhaps because of the influence of phonics: ‘won’ (one), ‘nams’ (names) and ‘worc’ (walk)</li> <li>● Ryan shows some independence from phonology</li> </ul>

- words that are not familiar from the environment or education cause Ryan some difficulties and he is inconsistent in his spelling: 'gareds' and 'gares' (garage)
- although Ryan uses <k> to represent /k/ in 'Jake', he uses <c> to represent this sound in 'milc' (milk) and 'tace' (take)
- Ryan seems to base his spelling around patterns he has learned for other words: 'gow' (go) and 'sow' (so)
- Ryan seems to have an inattentive attitude towards some of his spelling, perhaps because he is concentrating more on the story: 'invenses' (adventures) and 'fol d' (followed)
- there is evidence of Ryan's accent: 'gel'.

### **Morphology**

- Ryan is not aware that changes to the morphology of a word can alter its orthography: 'puppys'.
- Ryan uses the simple past tense form of the verb 'to run' rather than the past participle in 'Jake has ran away'. This could be a feature of regional dialect.

### **Lexis**

- Ryan has the necessary semantic field to tell his story
- 'lady dog' possibly shows Ryan adapting his existing lexis
- he confuses the homophones 'here' and 'hear'.

### **Grammar**

- Ryan does not use punctuation until the end of his story
- the story starts with the adverbial 'One day' – possibly showing the influence of narratives he has read
- Ryan's grammar seems to reflect the looser structures found in speech with multiple clauses linked with the coordinating conjunction 'and' and the adverb 'so'
- Ryan uses very few adjectives to build up descriptions for his reader
- Ryan is able to use a variety of tenses to distinguish between the narrative and direct speech: 'Mum sed tace them home so we took...'

### **Discourse**

- Ryan's narrative has a clear start that is suitably vague for when time is not essential
- Ryan marks the end of his narrative.

**(40 marks)**



<b>Band</b>	<b>Mark</b>	<b>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</b>
<b>1</b>	<b>0 – 3</b>	<ul style="list-style-type: none"> <li>• Shows insecurity in the selection of linguistic methods to address the data.</li> <li>• Applies some linguistic terminology but with lapses.</li> <li>• Writing has inaccuracies and lacks fluency.</li> </ul>
<b>2</b>	<b>4 - 6</b>	<ul style="list-style-type: none"> <li>• Selects mostly appropriate linguistic methods to address the data.</li> <li>• Applies appropriate linguistic terminology mostly accurately in the course of analysis.</li> <li>• Writes clearly and generally accurately.</li> </ul>
<b>3</b>	<b>7 - 10</b>	<ul style="list-style-type: none"> <li>• Selects and applies appropriate linguistic methods accurately.</li> <li>• Uses relevant linguistic terminology accurately and confidently.</li> <li>• Writes fluently, accurately and coherently.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 - 3</b>	<ul style="list-style-type: none"> <li>• Identifies a few language issues and concepts in the data.</li> <li>• Shows limited understanding of these issues in analysis.</li> <li>• Uses linguistic knowledge indiscriminately and uncritically.</li> </ul>
<b>2</b>	<b>4 - 6</b>	<ul style="list-style-type: none"> <li>• Identifies some language issues and concepts in the data.</li> <li>• Shows some understanding of these in the analysis.</li> <li>• Uses linguistic knowledge with some accuracy but with some lapses.</li> </ul>
<b>3</b>	<b>7 - 9</b>	<ul style="list-style-type: none"> <li>• Identifies relevant language issues and concepts in the data.</li> <li>• Shows an understanding of these in the analysis.</li> <li>• Uses and applies linguistic knowledge mostly accurately.</li> </ul>
<b>4</b>	<b>10 - 12</b>	<ul style="list-style-type: none"> <li>• Identifies a range of relevant language issues and concepts in the data.</li> <li>• Shows a clear understanding of these in the analysis.</li> <li>• Uses and applies linguistic knowledge accurately and appropriately.</li> </ul>
<b>5</b>	<b>13 - 15</b>	<ul style="list-style-type: none"> <li>• Identifies many relevant language issues and concepts in the data.</li> <li>• Shows a clear and confident understanding of these issues in the course of analysis.</li> <li>• Selects and applies linguistic knowledge in a critical and accurate way.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 - 3</b>	<ul style="list-style-type: none"> <li>• Shows limited awareness of the contextual factors in the data.</li> <li>• Lacks security in the use of the key constituents of language.</li> </ul>
<b>2</b>	<b>4 - 6</b>	<ul style="list-style-type: none"> <li>• Shows some awareness of the contextual factors in the data.</li> <li>• Shows some knowledge of the key constituents of language.</li> </ul>
<b>3</b>	<b>7 - 9</b>	<ul style="list-style-type: none"> <li>• Shows awareness of the contextual factors in the data.</li> <li>• Shows knowledge of the key constituents of language.</li> </ul>
<b>4</b>	<b>10 - 12</b>	<ul style="list-style-type: none"> <li>• Shows clear understanding of the contextual factors in the data.</li> <li>• Shows understanding of a range of key constituents of language.</li> </ul>
<b>5</b>	<b>13 - 15</b>	<ul style="list-style-type: none"> <li>• Shows full awareness of the contextual factors in the data.</li> <li>• Selects and applies a range of relevant key constituents of language in the course of the analysis.</li> </ul>

