

General Certificate of Education

English Language 2706 *Specification B*

ENGB3 Developing Language

Mark Scheme

2010 examination - January series

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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 candidates' 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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General Principles

Unit 3 allows candidates 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.

The students are required to:

- identify and describe features and patterns of texts in relation to the questions set with reference to language study concepts (AO1 and AO2)
- interpret factors and influences on the language choices within the data (AO3).

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 candidates 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 candidates
- place candidates 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 candidates, 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 candidate 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 candidate 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 candidates' 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, candidates, 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 candidates' 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 candidates 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: Ques	tions 1, 2	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 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.
1-3	Basic linguistic methods applied, but not convincing. Limited linguistic knowledge/ understanding. Inconsistent clarity and accuracy in communication. Linguistic methods applied inaccurately	3–6	Limited number of language concepts highlighted. Superficial understanding shown. Often descriptive and/or anecdotal in reference. Elementary understanding of language concepts	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. Little or no attempt to explore issues of audience/
	or not at all. Rudimentary linguistic knowledge. Lapses in written communication.		and use. More knowledge than relevance shown. Occasional reference to language concept, but likely to be misunderstood.		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	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 1	AO1 Select and apply	Texts A and B		AO2 Demonstrate critical	These could include
	a range of linguistic			understanding of a range of	references to:
	methods to	lexical choices built		concepts and issues related to	
	communicate relevant	around activities/		the construction and analysis of	Synoptic theories relating
	knowledge using	imagination		meanings in spoken and written	to
	appropriate			language, using knowledge of	• power
	terminology and	lexical repetition by		linguistic approaches	
	coherent, accurate	the teacher			• gender
	written expression				
22-24	Systematic and	teacher offering	15-16	Perceptive understanding of a	• discourse
	evaluative exploration of	labels for unfamiliar		range of issues	
Evaluates	data using linguistic	nouns		Conceptualised discussion of ideas	and CLA theories
systematically	methods		Synthesises	surrounding topic	
	Accurate and perceptive	teacher's use of		Explores a range of judicious	social interactionist
	linguistic knowledge	diminutive vocatives		examples	
(writes	Appropriate, controlled				cognitive
fluently)	and accurate expression	colloquial lexis			
16-21	Uses linguistic methods		11-14	Clear understanding of a range	behavioural
	in a systematic way	complexity and		language concepts and issues	
Analyses	Appropriate and	accuracy of		Developed discussion of ideas	nativist
	accurate linguistic	children's utterances	Explores	relating to concepts/issues	
(writes	knowledge		relevantly	Explores a range of well-selected	CDS
accurately)	Controlled and accurate	standard and non-		examples	
	expression	standard language			functions of child
10-15	Applies and explores	uses	7-10	Some awareness of language	language
	some linguistic methods			concepts and issues	
Begins to	Some appropriate	use of imperatives by		A number of concepts/issues	
analyse	linguistic knowledge	children	Begins to	discussed – but not fully explored	
	Generally accurate		make links	Beginning to select and use salient	
(writes	written communication	teacher's use of		examples	
competently)		questions			
		deictic references			
		dolollo lelelelloes			

4-9 Describes with some relevance (writes adequately)	Basic linguistic methods applied, but not convincing Limited linguistic knowledge and understanding Inconsistently clarity and accuracy in communication	short utterances adjacency pairs/turn taking pauses linked to action	3-6 Describes with some relevance	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal on reference	
1-3 Paraphrases	Linguistic methods applied inaccurately, or not at all Rudimentary linguistic	educational register/ style pragmatics – social	1-2 Repeats	Elementary understanding of language concepts and use More knowledge than relevance shown	
(writes without clarity)	knowledge Lapses in written communication	conventions/ politeness features/language	without insight	Occasional reference to language concept, but likely to be misunderstood	
0	Nothing written Unintelligible	and social behaviour modelling	0	Nothing written Unintelligible	
Shows no knowledge (writes incoherently)			Shows no knowledge		

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Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 2	AO1 Select and apply	Texts C, D, E, F and G		AO2 Demonstrate critical	These could include
	a range of linguistic			understanding of a range of	references to:
	methods to	chronology/discourse		concepts and issues related to	
	communicate	structure of hand-		the construction and analysis of	Synoptic theories
	relevant knowledge	written diary		meanings in spoken and written	
	using appropriate	diary genre		language, using knowledge of	• gender
	terminology and	conventions		linguistic approaches	
	coherent, accurate	length of entries			and other relevant
	written expression	child-focused in			discussion of
22-24	Systematic and	content	15-16	Perceptive understanding of a range	
	evaluative exploration	implied narratee/reader		of issues	genre
Evaluates	of data using linguistic	direct address to the		Conceptualised discussion of ideas	
systematically	methods	narratee and politeness	Synthesises	surrounding topic	representation
	Accurate and	strategies		Explores a range of judicious	
	perceptive linguistic	shared references to		examples	multi-modality
(writes	knowledge	create humour and the			
fluently)	Appropriate, controlled	child's voice			writing stages of
	and accurate				development
	expression	lexical choices around			
16-21	Uses linguistic	home, family, friends	11-14	Clear understanding of a range	literacy stages
	methods in a	and experiences		language concepts and issues	
Analyses	systematic way			Developed discussion of ideas	influence of literacy
	Appropriate and	adverbs used to start	Explores	relating to concepts/issues	teaching
(writes	accurate linguistic	entries	relevantly	Explores a range of well-selected	
accurately)	knowledge	repeated sentences		examples	literacy theories
	Controlled and	signal waning interest			
	accurate expression	mixture of the past and			
10-15	Applies and explores	present tense to	7-10	Some awareness of language	
	some linguistic	describe events		concepts and issues	
Begins to	methods	use of many compound		A number of concepts/issues	
analyse	Some appropriate	sentences/some	Begins to	discussed – but not fully explored	
	linguistic knowledge	subordination and	make links	Beginning to select and use salient	
(writes	Generally accurate	some elliptical		examples	
competently)	written communication	sentences			

4-9	Basic linguistic methods applied, but	grammatical omissions/non –	3-6	Limited number of language concepts highlighted	
Describes	not convincing	standard sentences		Superficial understanding shown	
with some	Limited linguistic	declaratives and	Describes	Often descriptive and/or anecdotal	
relevance	knowledge and	exclamatories	with some	on reference	
	understanding	telegraphic style	relevance		
(writes	Inconsistently clarity	typical of genre			
adequately)	and accuracy in				
	communication	orthography/spelling			
1-3	Linguistic methods	accuracy/self	1-2	Elementary understanding of	
	applied inaccurately, or	correction/deliberate		language concepts and use	
Paraphrases	not at all	spelling choices/use of		More knowledge than relevance	
	Rudimentary linguistic	phonetics and creative	Repeats	shown	
(writes	knowledge	guessing	without	Occasional reference to language	
without	Lapses in written	emerging punctuation	insight	concept, but likely to be	
clarity)	communication	skills		misunderstood	
0	Nothing written	multi-modal features	0	Nothing written	
	Unintelligible	graphology- text/image		Unintelligible	
Shows no		cohesion/personal			
knowledge		choices/influenced by	Shows no		
(writes		computers	knowledge		
incoherently)		handwriting	·		

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Marks	Skills Descriptors	Contents Descriptors
	AO3 Analyse and evaluate the influence of	Discussion of some of the following
	contextual factors on the production and	effects on language of:
	reception of spoken and written language,	
	showing knowledge of the key constituents of	 purpose/genre/audience
	language	
8	Perceptive and insightful exploration of contextual	role of a gift in encouraging
	factors	activity
Evaluates		
systematically	Analytical and systematic interpretation of contextual	leisure time and holiday
	factors in the light of language features	activity/ record
	Table of language realance	uourny, rootiu
	Integrated and helpful use of the data to support	influence of school literacy
	interpretation	practices
6-7	Clear understanding of a range of contextual factors	practices
0-1	Great universiality of a range of contextual factors	influence of accinement and
A 10 0 1 1 1 2 2 2	Cound analysis and angers are with a safety to a	influence of environment and
Analyses	Sound analysis and engagement with contextual	personal experiences
	factors in the light of language features	
		links between reading and
	Fully supported interpretations	writing experiences
4-5	Some consideration and understanding of contextual	
	factors	 social context of diaries
Begins to		
analyse	Some awareness of the link between language	 influence of technology
	features and context	
	Ideas generally supported	
2-3	Awareness of one or two factors influencing data –	
	likely to be broad in focus	
Describes	,	
with some	Some limited attempt to analyse audience/purpose/	
relevance	genre/context	
1010741100	35.11.5.5511tox	
	Some supported points	
1	Little or no attempt to explore issues of audience/	
'	· · ·	
Doronbross	purpose/genre/context	
Paraphrases	Cuparficial/generalized response to the data	
	Superficial/generalised response to the data	
	Likely to paraphrase/summarise	
0	Nothing written	
Shows no	Unintelligible	
knowledge		

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 3	AO1 Select and apply	Text H		AO2 Demonstrate critical	These could include
	a range of linguistic			understanding of a range of	references to:
	methods to	mode features –		concepts and issues related to	
	communicate	planned speech		the construction and analysis of	Synoptic theories
	relevant knowledge			meanings in spoken and written	
	using appropriate	archaic/emotive and		language, using knowledge of	gender
	terminology and	formal lexical choices		linguistic approaches	
	coherent, accurate	semantic fields of			• power
	written expression	desirable/undesirable			_
22-24	Systematic and	attributes and	15-16	Perceptive understanding of a range	 representation
	evaluative exploration	behaviours		of issues	
Evaluates	of data using linguistic	clichéd		Conceptualised discussion of ideas	and other relevant
systematically	methods	collocations/phrases	Synthesises	surrounding topic	discussion theories
	Accurate and	metaphorical style		Explores a range of judicious	
	perceptive linguistic	interjections		examples	transition features
(writes	knowledge	lexical and semantic			between Early/Late
fluently)	Appropriate, controlled	change features			Modern English
	and accurate	Bible quotations			
	expression	rhetorical features			post- Standardisation
16-21	Uses linguistic		11-14	Clear understanding of a range	
	methods in a	abstract nouns		language concepts and issues	prescriptive/descriptive
Analyses	systematic way	extended nouns		Developed discussion of ideas	attitudes to English
	Appropriate and	phrases/use of pre and	Explores	relating to concepts/issues	
(writes	accurate linguistic	post modification	relevantly	Explores a range of well-selected	
accurately)	knowledge	pronoun choices:		examples	
	Controlled and	Direct address to			
	accurate expression	audience/inclusive			
10-15	Applies and explores	pronoun for university	7-10	Some awareness of language	
5	some linguistic	sentence variety –		concepts and issues	
Begins to	methods	minor, simple etc. mixture of sentence	5	A number of concepts/issues	
analyse	Some appropriate	functions	Begins to	discussed – but not fully explored	
(muite e	linguistic knowledge	lulicuolis	make links	Beginning to select and use salient	
(writes	Generally accurate			examples	
competently)	written communication				

4-9	Basic linguistic methods applied, but	use of italics to suggest prosody of	3-6	Limited number of language concepts highlighted	
Describes	not convincing	delivery/stresses on		Superficial understanding shown	
with some	Limited linguistic	modifiers and biblical	Describes	Often descriptive and/or anecdotal	
relevance	knowledge and	references/	with some	on reference	
	understanding	exclamations	relevance		
(writes	Inconsistently clarity	hyphenation of words			
adequately)	and accuracy in	capitalising of whole			
	communication	words/phrases for			
1-3	Linguistic methods	emphasis	1-2	Elementary understanding of	
	applied inaccurately, or	capitalising of nouns		language concepts and use	
Paraphrases	not at all	use of the long s		More knowledge than relevance	
	Rudimentary linguistic		Repeats	shown	
(writes	knowledge	pragmatics of advice/	without	Occasional reference to language	
without	Lapses in written	moral and spiritual	insight	concept, but likely to be	
clarity)	communication	guidance/behaviours	_	misunderstood	
0	Nothing written		0	Nothing written	
	Unintelligible	educational register		Unintelligible	
Shows no		discourse structure/	Shows no		
knowledge		cohesion	knowledge		
(writes					
incoherently)					

Marks	Skills Descriptors	Contents Descriptors
	AO3 Analyse and evaluate the influence of	Discussion of some of the
	contextual factors on the production and reception	following effects on language of:
	of spoken and written language, showing	
_	knowledge of the key constituents of language	
8	Perceptive and insightful exploration of contextual	Purpose(s)/functions of
Frankrata -	factors	motivational speech
Evaluates	Analytical and avetamatic interpretation of contactual	Dala of the encelor
systematically	Analytical and systematic interpretation of contextual	Role of the speaker
	factors in the light of language features	Role/nature of the
	Integrated and helpful use of the data to support	audience
	interpretation	audience
6-7	Clear understanding of a range of contextual factors	Significance of this first
		awarding of degrees event
Analyses	Sound analysis & engagement with contextual factors in	to the institution
	the light of language features	
		Religious attitudes and
	Fully supported interpretations	beliefs
4-5	Some consideration and understanding of contextual	
	factors	Social context -
Begins to		educational opportunities
analyse	Some awareness of the link between language features	limited to men/limited
	& context	access to education of time
	Ideas generally supported	unie
2-3	Ideas generally supported Awareness of one or two factors influencing data –	
2-3	likely to be broad in focus	
Describes with	likely to be bload in locus	
some	Some limited attempt to analyse audience/purpose/	
relevance	genre/context	
	Some supported points	
1	Little or no attempt to explore issues of audience/	
	purpose/genre/context	
Paraphrases		
	Superficial/generalised response to the data	
	Likely to prombane of symmetric -	
	Likely to paraphrase/summarise	
0	Nothing written	
Shows no	Unintelligible	
knowledge		
Milowieuge		

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 4	AO1 Select and apply	Text I		AO2 Demonstrate critical	These could include
	a range of linguistic	formal/archaic lexis		understanding of a range of	references to:
	methods to	lexical repetition		concepts and issues related to	
	communicate	lexical/semantic		the construction and analysis of	Synoptic theories
	relevant knowledge	change		meanings in spoken and written	
	using appropriate	polite terms of address		language, using knowledge of	• gender
	terminology and	Latinate lexical choices		linguistic approaches	 technology
	coherent, accurate				• power
	written expression	sentence complexity			•
22-24	Systematic and	male pronoun choices	15-16	Perceptive understanding of a range	and other relevant
	evaluative exploration	modifiers containing		of issues	discussion of theories
Evaluates	of data using linguistic	pragmatic meanings		Conceptualised discussion of ideas	
systematically	methods	about etiquette and	Synthesises	surrounding topic	prescriptive attitude to
	Accurate and	behaviour		Explores a range of judicious	English
	perceptive linguistic	Standard English		examples	
(writes	knowledge	long noun phrases			politeness/Face/
fluently)	Appropriate, controlled	semi colons to extend			accommodation
	and accurate	sentences			
	expression				representation
16-21	Uses linguistic	advisory tone/implied	11-14	Clear understanding of a range	
	methods in a	writer (male)		language concepts and issues	informalisation/
Analyses	systematic way			Developed discussion of ideas	personalisation
	Appropriate and	pragmatics of social	Explores	relating to concepts/issues	
(writes	accurate linguistic	conventions -	relevantly	Explores a range of well-selected	influences of sociolect
accurately)	knowledge	politeness, etiquette		examples	
	Controlled and	etc.			influences of genre
	accurate expression				
10-15	Applies and explores	Text J	7-10	Some awareness of language	
	some linguistic	features of lexical/		concepts and issues	
Begins to	methods	semantic change eg		A number of concepts/issues	
analyse	Some appropriate	neologisms/archaisms/	Begins to	discussed – but not fully explored	
	linguistic knowledge	obsolete lexis	make links	Beginning to select and use salient	
(writes	Generally accurate	lexical choices from		examples	
competently)	written communication				

4-9	Basic linguistic	dance	3-6	Limited number of language	
	methods applied, but	terms of address		concepts highlighted	
Describes	not convincing	suggesting age of the		Superficial understanding shown	
with some	Limited linguistic	audience	Describes	Often descriptive and/or anecdotal	
relevance	knowledge and	idiomatic and lexical	with some	on reference	
	understanding	choices appropriate for	relevance		
(writes	Inconsistently clarity	audience			
adequately)	and accuracy in				
	communication	adjectives to appeal to			
1-3	Linguistic methods	a fashion conscious	1-2	Elementary understanding of	
	applied inaccurately, or	audience		language concepts and use	
Paraphrases	not at all	direct address to the		More knowledge than relevance	
	Rudimentary linguistic	female reader	Repeats	shown	
(writes	knowledge	non-Standard sentence	without	Occasional reference to language	
without	Lapses in written	openings	insight	concept, but likely to be	
clarity)	communication	variety of sentence		misunderstood	
0	Nothing written	types	0	Nothing written	
	Unintelligible	exclamatory sentences		Unintelligible	
Shows no		to create tone	Shows no		
knowledge			knowledge		
(writes		chatty, conversational			
incoherently)		and informal tone			
		use of direct speech			
		hyphenated words			
		graphology – bold,			
		font, pictures etc			

Marks	Skills Descriptors		Contents Descriptors		
	AO3 Analyse and evaluate the influence of contextual		Discussion of some of the		
	factors on the production and reception of spoken and		following effects on		
	written language, showing knowledge of the key	lar	nguage of:		
	constituents of language				
8	Perceptive and insightful exploration of contextual factors	•	Social and cultural		
Evaluates	Analytical and systematic interpretation of contextual factors		changes in social conventions/rules/		
systematically			etiquette/politeness		
Systematically	In the light of language features	onquono/pomonoco			
	Integrated and helpful use of the data to support	•	Social change -		
	interpretation		gender roles		
6-7	Clear understanding of a range of contextual factors				
		•	Social change –		
Analyses	Sound analysis and engagement with contextual factors in		changing attitudes to		
	the light of language features		class/age		
	Fully supported interpretations		Cultural changes –		
4-5	Fully supported interpretations Some consideration and understanding of contextual factors		importance and nature		
4-5	Some consideration and understanding of contextual factors		of specific dances		
Begins to	Some awareness of the link between language features and		•		
analyse	context		Cultural changes –		
			changes in musical		
	Ideas generally supported		styles/entertainment		
2-3	Awareness of one or two factors influencing data – likely to		Cultural abandos		
D	be broad in focus	•	Cultural changes – popular culture		
Describes with	Come limited attempt to analyse audience/purpose/genre/		influences on		
some relevance	Some limited attempt to analyse audience/purpose/genre/context		language		
relevance	CONTEXT				
	Some supported points				
1	Little or no attempt to explore issues of audience/purpose/	1			
	genre/context				
Paraphrases					
	Superficial/generalised response to the data				
	Likely to paraphrase/summarise				
0	Nothing written				
Shows no	Trouming written				
knowledge	Unintelligible				
	·				