



**General Certificate of Education (A-level)
January 2012**

English Language B

ENGB3

(Specification 2705)

Unit 3: Developing Language

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.

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

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 1	AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression	Text A Jack's and Ruth's language: <ul style="list-style-type: none"> • pronoun choices • field specific lexis of places and people • Ruth's and Jack's lexical choices • Jack's' imaginative lexis • Jack's use of Ruth's name • deictic references linked to picture book • repeated sentence structures linked to the picture book • overlaps/interruptions • pauses • declaratives • Ruth's and Jack's use of different modal verbs • Jack's grammatically correct utterances • Ruth's grammatical choices (pronouns, tenses and other linguistic indicators of developmental stages) • Jack's use of subordinating conjunctions/coordinating conjunctions to keep his turn. • pragmatics of language choices, eg attempts to disagree. 		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	These could include references to: <ul style="list-style-type: none"> • gender theories • power theories • child language acquisition theories • language functions • individual acquisition experiments/studies applicable to the data • CDS/scaffolding theories and strategies • politeness • stages of development. <p>Theories and concepts may be used to challenge as well as support evidence from the texts.</p>
22–24 <i>Evaluates systematically</i> <i>(writes fluently)</i>	Systematic & evaluative exploration of data using linguistic methods Accurate & perceptive linguistic knowledge Appropriate, controlled & accurate expression		15–16 <i>Synthesises</i>	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	
16–21 <i>Analyses</i> <i>(writes accurately)</i>	Uses linguistic methods in a systematic way Appropriate & accurate linguistic knowledge Controlled & accurate expression		11–14 <i>Explores relevantly</i>	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	
10–15 <i>Begins to analyse</i> <i>(writes competently)</i>	Applies & explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication		7–10 <i>Begins to make links</i>	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	
4–9 <i>Describes with some relevance</i> <i>(writes adequately)</i>	Basic linguistic methods applied, but not convincing Limited linguistic knowledge & understanding Inconsistent clarity & accuracy in communication		3–6 <i>Describes with some relevance</i>	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal examples	

<p>1–3</p> <p><i>Paraphrases</i></p> <p><i>(writes without clarity)</i></p>	<p>Rudimentary linguistic knowledge Linguistic methods applied inaccurately or not at all Lapses in written communication</p>	<p>Mother’s language features:</p> <ul style="list-style-type: none"> • interrogatives • modality • nicknames/use of names • field specific lexis • colloquial choices • interjections • deictic references • discourse markers • humour – pragmatic inferences. 	<p>1–2</p> <p><i>Repeats without insight</i></p>	<p>Elementary understanding of language concepts and use More knowledge than relevance shown Occasional reference to language concepts, but likely to be misunderstood</p>	
<p>0</p> <p><i>Shows no knowledge</i></p> <p><i>(writes incoherently)</i></p>	<p>Nothing written Unintelligible</p>		<p>0</p> <p><i>Shows no knowledge</i></p>	<p>Nothing written Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors
	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	
<p>8</p> <p><i>Evaluates systematically</i></p>	<p>Perceptive and insightful exploration of contextual factors</p> <p>Analytical and systematic interpretation of contextual factors in the light of language features</p> <p>Integrated and helpful use of the data to support interpretation</p>	<ul style="list-style-type: none"> • role of children’s books – learning and social • play activity • relationships – siblings, parents and children
<p>6–7</p> <p><i>Analyses</i></p>	<p>Clear understanding of a range of contextual factors</p> <p>Sound analysis & engagement with contextual factors in the light of language features</p> <p>Fully supported interpretations</p>	<ul style="list-style-type: none"> • domestic environment • repeated activity
<p>4–5</p> <p><i>Begins to analyse</i></p>	<p>Some consideration and understanding of contextual factors</p> <p>Some awareness of the link between language features & context</p> <p>Ideas generally supported</p>	<ul style="list-style-type: none"> • children’s ages • children’s gender.
<p>2–3</p> <p><i>Describes with some relevance</i></p>	<p>Awareness of one or two factors influencing data – likely to be broad in focus</p> <p>Some limited attempt to analyse audience/purpose/genre/context</p> <p>Some supported points</p>	
<p>1</p> <p><i>Paraphrases</i></p>	<p>Little or no attempt to explore issues of audience/purpose/genre/context</p> <p>Superficial/generalised response to the data</p> <p>Likely to paraphrase/summarise</p>	
<p>0</p> <p><i>Shows no knowledge</i></p>	<p>Nothing written</p> <p>Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 2	AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression	Texts B and C		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	These could include references to:
22–24 <i>Evaluates systematically</i> <i>(writes fluently)</i>	Systematic & evaluative exploration of data using linguistic methods Accurate & perceptive linguistic knowledge Appropriate, controlled & accurate expression	Graphology: <ul style="list-style-type: none"> handwriting punctuation choices and omissions use of pictures to accompany choices lineation/orientation. Orthography: <ul style="list-style-type: none"> letters (formation) spelling choices. Grammar: <ul style="list-style-type: none"> variation in sentence types past tense adverbials anaphoric references. Lexis/semantics: <ul style="list-style-type: none"> noun phrases verb choices semantic fields lexical variation. Discourse: <ul style="list-style-type: none"> order of description direct speech. 	15–16 <i>Synthesises</i>	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	<ul style="list-style-type: none"> genre: narrative representation writing/spelling stages and types of 'errors' self-correction and teacher correction national literacy strategies/teaching strategies multimodality.
16–21 <i>Analyses</i> <i>(writes accurately)</i>	Uses linguistic methods in a systematic way Appropriate & accurate linguistic knowledge Controlled & accurate expression		11–14 <i>Explores relevantly</i>	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	
10–15 <i>Begins to analyse</i> <i>(writes competently)</i>	Applies & explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication		7–10 <i>Begins to make links</i>	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	
4–9 <i>Describes with some relevance</i> <i>(writes adequately)</i>	Basic linguistic methods applied, but not convincing Limited linguistic knowledge & understanding Inconsistent clarity & accuracy in communication		3–6 <i>Describes with some relevance</i>	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal examples	

<p>1–3 <i>Paraphrases</i> <i>(writes without clarity)</i></p>	<p>Rudimentary linguistic knowledge Linguistic methods applied inaccurately or not at all Lapses in written communication</p>		<p>1–2 <i>Repeats without insight</i></p>	<p>Elementary understanding of language concepts and use More knowledge than relevance shown Occasional reference to language concepts, but likely to be misunderstood</p>	
<p>0 <i>Shows no knowledge</i> <i>(writes incoherently)</i></p>	<p>Nothing written Unintelligible</p>		<p>0 <i>Shows no knowledge</i></p>	<p>Nothing written Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors
	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	
<p>8</p> <p><i>Evaluates systematically</i></p>	<p>Perceptive and insightful exploration of contextual factors</p> <p>Analytical and systematic interpretation of contextual factors in the light of language features</p> <p>Integrated and helpful use of the data to support interpretation</p>	<ul style="list-style-type: none"> • school/classroom context • writing for learning, assessment and targets (specified literacy task) • influence of prior reading and understanding of genre
<p>6–7</p> <p><i>Analyses</i></p>	<p>Clear understanding of a range of contextual factors</p> <p>Sound analysis & engagement with contextual factors in the light of language features</p> <p>Fully supported interpretations</p>	<ul style="list-style-type: none"> • awareness of writing for audience and purpose • age/gender of writer.
<p>4–5</p> <p><i>Begins to analyse</i></p>	<p>Some consideration and understanding of contextual factors</p> <p>Some awareness of the link between language features & context</p> <p>Ideas generally supported</p>	
<p>2–3</p> <p><i>Describes with some relevance</i></p>	<p>Awareness of one or two factors influencing data – likely to be broad in focus</p> <p>Some limited attempt to analyse audience/purpose/genre/context</p> <p>Some supported points</p>	
<p>1</p> <p><i>Paraphrases</i></p>	<p>Little or no attempt to explore issues of audience/purpose/genre/context</p> <p>Superficial/generalised response to the data</p> <p>Likely to paraphrase/summarise</p>	
<p>0</p> <p><i>Shows no knowledge</i></p>	<p>Nothing written</p> <p>Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 3	AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression	Texts D and E		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	These could include references to:
22–24 <i>Evaluates systematically</i> <i>(writes fluently)</i>	Systematic & evaluative exploration of data using linguistic methods Accurate & perceptive linguistic knowledge Appropriate, controlled & accurate expression	Lexis/semantics: <ul style="list-style-type: none"> • polite lexis • terms of address • idiomatic/colloquial lexis • field specific lexis of clothing • archaic lexical choices and examples of lexical/semantic change. Grammar: <ul style="list-style-type: none"> • declaratives • first person • modal verbs • sentence types/complexity. Graphology: <ul style="list-style-type: none"> • images • italics. Discourse: <ul style="list-style-type: none"> • introduction/sections of advice. 	15–16 <i>Synthesises</i>	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	<ul style="list-style-type: none"> • gender theories • power theories • politeness/face • genre features • gender representation/ stereotypes • formality
16–21 <i>Analyses</i> <i>(writes accurately)</i>	Uses linguistic methods in a systematic way Appropriate & accurate linguistic knowledge Controlled & accurate expression		11–14 <i>Explores relevantly</i>	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	<ul style="list-style-type: none"> • attitudes to language • processes of language change • multimodality.
10–15 <i>Begins to analyse</i> <i>(writes competently)</i>	Applies & explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication		7–10 <i>Begins to make links</i>	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	
4–9 <i>Describes with some relevance</i> <i>(writes adequately)</i>	Basic linguistic methods applied, but not convincing Limited linguistic knowledge & understanding Inconsistent clarity & accuracy in communication		3–6 <i>Describes with some relevance</i>	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal examples	

<p>1–3 <i>Paraphrases</i> <i>(writes without clarity)</i></p>	<p>Rudimentary linguistic knowledge Linguistic methods applied inaccurately or not at all Lapses in written communication</p>		<p>1–2 <i>Repeats without insight</i></p>	<p>Elementary understanding of language concepts and use More knowledge than relevance shown Occasional reference to language concepts, but likely to be misunderstood</p>	
<p>0 <i>Shows no knowledge</i> <i>(writes incoherently)</i></p>	<p>Nothing written Unintelligible</p>		<p>0 <i>Shows no knowledge</i></p>	<p>Nothing written Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors
	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	
<p>8</p> <p><i>Evaluates systematically</i></p>	<p>Perceptive and insightful exploration of contextual factors</p> <p>Analytical and systematic interpretation of contextual factors in the light of language features</p> <p>Integrated and helpful use of the data to support interpretation</p>	<ul style="list-style-type: none"> • female writer • female audience • gender roles • advisory/instructional purpose
<p>6–7</p> <p><i>Analyses</i></p>	<p>Clear understanding of a range of contextual factors</p> <p>Sound analysis & engagement with contextual factors in the light of language features</p> <p>Fully supported interpretations</p>	<ul style="list-style-type: none"> • extract from a book mainly aimed at men • technology/modes of transportation
<p>4–5</p> <p><i>Begins to analyse</i></p>	<p>Some consideration and understanding of contextual factors</p> <p>Some awareness of the link between language features & context</p> <p>Ideas generally supported</p>	<ul style="list-style-type: none"> • social attitudes of time to fashion, health and safety etc.
<p>2–3</p> <p><i>Describes with some relevance</i></p>	<p>Awareness of one or two factors influencing data – likely to be broad in focus</p> <p>Some limited attempt to analyse audience/purpose/genre/context</p> <p>Some supported points</p>	
<p>1</p> <p><i>Paraphrases</i></p>	<p>Little or no attempt to explore issues of audience/purpose/genre/context</p> <p>Superficial/generalised response to the data</p> <p>Likely to paraphrase/summarise</p>	
<p>0</p> <p><i>Shows no knowledge</i></p>	<p>Nothing written</p> <p>Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 4	AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression	Text F Grammar: <ul style="list-style-type: none"> present tense; archaic syntax; repeated syntactical structures; listing; range of sentence types; declarative mood; modal verbs; subjunctive/conditional; prepositions 		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	These could include references to:
22–24 <i>Evaluates systematically</i> <i>(writes fluently)</i>	Systematic & evaluative exploration of data using linguistic methods Accurate & perceptive linguistic knowledge Appropriate, controlled & accurate expression	Lexis/semantics: <ul style="list-style-type: none"> emotive and hyperbolic lexis; direct address/ pronoun choices; address terms/titles; adjectives and adverb choices; similes; critical lexis; examples of lexical and semantic change 	15–16 <i>Synthesises</i>	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	<ul style="list-style-type: none"> gender power genre informalisation issues of representation processes of language change politeness/face mode standardisation prescriptive/descriptive dates.
16–21 <i>Analyses</i> <i>(writes accurately)</i>	Uses linguistic methods in a systematic way Appropriate & accurate linguistic knowledge Controlled & accurate expression	Graphology: <ul style="list-style-type: none"> italics; punctuation - capitalisation, contractions, semi-colons, parenthesis etc. 	11–14 <i>Explores relevantly</i>	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	
10–15 <i>Begins to analyse</i> <i>(writes competently)</i>	Applies & explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication	Orthography: <ul style="list-style-type: none"> long f; spelling. 	7–10 <i>Begins to make links</i>	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	
4–9 <i>Describes with some relevance</i> <i>(writes adequately)</i>	Basic linguistic methods applied, but not convincing Limited linguistic knowledge & understanding Inconsistent clarity & accuracy in	Discourse: <ul style="list-style-type: none"> speech. 	3–6 <i>Describes with some relevance</i>	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal examples	

	communication	Text G Grammar: <ul style="list-style-type: none"> • present tense; progressive aspect; passive voice; repeated syntactical structures; listing; range of sentence types, simple and compound; imperative mood; modal verbs; subjunctive/conditional; superlative; repetition of definite article. Lexis/semantics: <ul style="list-style-type: none"> • field specific lexis of food; limited direct address; repetition of negative lexis; adjectives and adverb choices; formal lexis; examples of lexical and semantic change. Graphology: <ul style="list-style-type: none"> • punctuation; font; paragraphing. 			
1–3 <i>Paraphrases</i> <i>(writes without clarity)</i>	Rudimentary linguistic knowledge Linguistic methods applied inaccurately or not at all Lapses in written communication		1–2 <i>Repeats without insight</i>	Elementary understanding of language concepts and use More knowledge than relevance shown Occasional reference to language concepts, but likely to be misunderstood	
0 <i>Shows no knowledge</i> <i>(writes incoherently)</i>	Nothing written Unintelligible		0 <i>Shows no knowledge</i>	Nothing written Unintelligible	

Marks	Skills Descriptors	Contents Descriptors
	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	
<p>8</p> <p><i>Evaluates systematically</i></p>	<p>Perceptive and insightful exploration of contextual factors</p> <p>Analytical and systematic interpretation of contextual factors in the light of language features</p> <p>Integrated and helpful use of the data to support interpretation</p>	<ul style="list-style-type: none"> • social class/hierarchies • social attitudes, eg table manners/polite behaviour • implied audience • instructional/advisory role and purpose of etiquette books.
<p>6–7</p> <p><i>Analyses</i></p>	<p>Clear understanding of a range of contextual factors</p> <p>Sound analysis & engagement with contextual factors in the light of language features</p> <p>Fully supported interpretations</p>	
<p>4–5</p> <p><i>Begins to analyse</i></p>	<p>Some consideration and understanding of contextual factors</p> <p>Some awareness of the link between language features & context</p> <p>Ideas generally supported</p>	
<p>2–3</p> <p><i>Describes with some relevance</i></p>	<p>Awareness of one or two factors influencing data – likely to be broad in focus</p> <p>Some limited attempt to analyse audience/purpose/genre/context</p> <p>Some supported points</p>	
<p>1</p> <p><i>Paraphrases</i></p>	<p>Little or no attempt to explore issues of audience/purpose/genre/context</p> <p>Superficial/generalised response to the data</p> <p>Likely to paraphrase/summarise</p>	
<p>0</p> <p><i>Shows no knowledge</i></p>	<p>Nothing written</p> <p>Unintelligible</p>	