**General Certificate of Education (A-level)
January 2013**

English Language B   ENGB3

(Specification 2705)

Unit 3: Developing Language

Final

Mark Scheme

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

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

General Principles

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

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

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

Assessment Objectives

This unit requires students to:

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

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

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

General Guidance for Examiners

Aims

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

A Positive Approach

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

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

The Mark Scheme Structure

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

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

Awarding Assessment Objectives

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

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

Annotating Scripts

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

To this end you should:

- identify relevant points with one tick or two ticks – be precise with placing your tick on the relevant comment

- identify incomplete development of relevant coverage by an arrow to the right

- indicate extended irrelevance with a vertical line

- identify errors of factual accuracy, or where clarity is in doubt, with a question mark

- place Assessment Objective-related annotation in the margin

- write a brief summative comment at the end indicating the reasons for placing the answer in the mark band. This should be kept brief and mark scheme-focused

- please do not have negative comments about students' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

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

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

Unit 3	General Numerical Mark Scheme: 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 concepts, but likely to be misunderstood.	1	Little or no attempt to explore issues of audience/ purpose/genre/context. Superficial/generalised response to the data. Likely to paraphrase/summarise.
0	Nothing written. Unintelligible.	0	Nothing written. Unintelligible.	0	Nothing written. Unintelligible.

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

10-15 Begins to analyse	**Applies & explores some** linguistic methods **Some appropriate** linguistic knowledge **Generally accurate** written communication	Covers some aspects of the data, but not engaging with trends in the data Selects from linguistic methods, some more relevantly and/or developed than others Uses exemplification to support points and labels features with some accuracy Discusses relevant features but not always in depth Writes clearly with some lapses	*indicating understanding of adult's humour, house rules (e.g. responses to 'bossy boots', 'only wiz my toast'); own use of humour* ***Lou's language*** *Politeness/modal verbs/humour* *Prosodic choices – intonation, elongation* *Simple adjectives 'silly, 'good', idioms ' bossy boots',*
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	*colloquial choices* *Inclusive pronouns 'we'* *Interrogatives – open and closed questions* *Repetition* *Tag questions*
1-3 Paraphrases	**Rudimentary** linguistic knowledge Linguistic methods applied **inaccurately** or not at all **Lapses** in written communication	Covers little of the data Selects few, if any, language features/methods Writes briefly with little understanding Shows very little clarity	
0 Shows no knowledge	Nothing written Unintelligible		

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

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

Marks	Skills Descriptors	Further Details	Contents Descriptors
Question 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:* *Setting:*
8 Evaluates systematically	**Perceptive** and **insightful** exploration of contextual factors **Analytical** and **systematic** interpretation of contextual factors in the light of language features **Integrated and helpful use of the data** to support interpretation	Interprets using effective selection of different contextual factors Offers tentative interpretations / recognises complexity of contexts Relates contextual factors consistently to language features, offering developed comment	• *domestic* • *Aunt's home* • *Ruby as a regular visitor* *Relationships:* • *shared knowledge of family members* • *family connections* *Roles:*
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	• *Aunt as temporary carer* • *adult role as assisting Ruby's learning/directing behaviour/encouraging interaction* *Cultural awareness e.g. Dora the Explorer*
4-5 Begins to analyse	**Some consideration and understanding** of contextual factors Some awareness of the link between language features & context Ideas **generally supported**	Identifies and discusses some contextual factors, some more relevantly Offers straightforward interpretations of contextual factors Links contextual factors to language features, although not consistently across response	*Routines/rituals:* • *drinks/meals* *Age of child* *Gender of two participants*

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

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

10-15 Begins to analyse	**Applies & explores some** linguistic methods **Some appropriate** linguistic knowledge **Generally accurate** written communication	Covers some aspects of the data, but not engaging with trends in the data Selects from linguistic methods, some more relevantly and/or developed than others Uses exemplification to support points and labels features with some accuracy Discusses relevant features but not always in depth Writes clearly with some lapses	*Lexis: field specific to story and narrative structure* *Discourse: simultaneous speech, overlaps, interruptions, non-fluency features, repetition, turn-taking* *Pragmatics: Non-verbal signals (e.g. actions)*
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	***Book*** *Lexis: simple, repetitive choices* *Phonology: rhymes*
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	
0 Shows no knowledge	Nothing written Unintelligible		

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. *Sinclair and Coulthard's IRF*
15-16 Synthesises	**Perceptive** understanding of a range of issues **Conceptualised** discussion of ideas surrounding the topic **Explores** a range of **judicious examples**	Selects concepts/issues critically Develops discussion of concepts tentatively, seeing supports and challenges to concepts in light of data Connects a range of concepts to examples from the data with subtlety Integrates concepts, analysis of language methods and/or contextual factors	*Children's reading process/use of cues* *Literacy development theories* *Reading methods – phonics/look and say* *Behaviourism: positive reinforcement/conditioning*
11-14 Explores relevantly	**Clear understanding** of a range of language concepts and issues **Developed discussion** of ideas relating to concepts/issues **Explores** a range of **well-selected examples**	Selects appropriate concepts showing understanding Develops discussion helpfully Applies a range of concepts to examples from the data relevantly Links concepts with analysis of language methods and/or contextual factors	*Interactionist / input – Bruner and rituals, scaffolding etc.* *Child Directed Speech* *Gender* *Power*

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

Marks	Skills Descriptors	Further Details	Contents Descriptors
Question 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 multilayered 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:
8 Evaluates systematically	**Perceptive** and **insightful** exploration of contextual factors **Analytical** and **systematic** interpretation of contextual factors in the light of language features **Integrated and helpful use of the data** to support interpretation	Interprets using effective selection of different contextual factors Offers tentative interpretations / recognises complexity of contexts Relates contextual factors consistently to language features, offering developed comment	*Setting:* • *classroom* • *reception class* *Relationships:* • *children and teacher* • *children* *Routines:* • *repeated experience* • *classroom practices* *Role of book:* • *entertaining purpose* • *teaching aid* *Activity:* • *shared reading* • *purpose to teach*
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	
4-5 Begins to analyse	**Some consideration and understanding** of contextual factors Some awareness of the link between language features & context Ideas **generally supported**	Identifies and discusses some contextual factors, some more relevantly Offers straightforward interpretations of contextual factors Links contextual factors to language features, although not consistently across response	*Role of teacher:* • *teach reading*

2-3 Describes with some relevance	**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**	Selects contextual factors that are very generalised Identifies factors but these are undeveloped or briefly referenced Makes few links to language features / lacks convincing data relevance	• *support learning* • *encourage interaction* *Children:* • *age* • *gender* *Cultural knowledge of books/fairy tales*
1 Paraphrases	**Little or no attempt** to explore issues of audience/ purpose/ genre/ context Superficial/generalised response to the data Likely to **paraphrase/summarise**	Repeats contextual information from question rubric Makes very general, and possibly unfounded, observations on contextual factors Links to data are not in evidence	
0 Shows no knowledge	Nothing written Unintelligible		

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

10-15 Begins to analyse	**Applies & explores some** linguistic methods **Some appropriate** linguistic knowledge **Generally accurate** written communication	Covers some aspects of the data, but not engaging with trends in the data Selects from linguistic methods, some more relevantly and/or developed than others Uses exemplification to support points and labels features with some accuracy Discusses relevant features but not always in depth Writes clearly with some lapses	*Orthography:* *long s,* *spelling ('cloaths', 'publick')* *Graphology:* *italics (use and pragmatic effects),* *historiated initial (drop cap)* *Punctuation:* *variety for different effects* *capital letters, capitalisation, image,*
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	*apostrophe omission (elision) e.g. ''tis',* *'wish'd'* *Discourse structure:* *presentation of an argument through* *cohesion (pronouns/collocations) and* *structure (writer's viewpoint, criticism of* *women, the clergy and then fashion* *choices)* *Pragmatics: evidence of speaker's tone*
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	*– humble, respectful, patronising,* *opinionated etc*
0 Shows no knowledge	Nothing written Unintelligible		

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

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

Marks	Skills Descriptors	Further Details	Contents Descriptors
Question 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 multilayered 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:*
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	*Satirical/persuasive purpose* *Male writer* *Anonymous writer* *Pamphlet for distribution*
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	*Male/female upper class audience* *Fashion* *Gender roles* *Religion* *Influences of books/ culture*
4-5 Begins to analyse	**Some consideration and understanding** of contextual factors Some awareness of the link between language features & context Ideas **generally supported**	Identifies and discusses some contextual factors, some more relevantly Offers straightforward interpretations of contextual factors Links contextual factors to language features, although not consistently across response	

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

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

10-15 Begins to analyse	**Applies & explores some** linguistic methods **Some appropriate** linguistic knowledge **Generally accurate** written communication	Covers some aspects of the data, but not engaging with trends in the data Selects from linguistic methods, some more relevantly and/or developed than others Uses exemplification to support points and labels features with some accuracy Discusses relevant features but not always in depth Writes clearly with some lapses	*Lexis: field specific to English Language/linguistics; examples of lexical and semantic change; contrast of lexis to describe British & American attitudes; metaphors of competition ('clash', 'rival')* *Grammar: declaratives* *Phonology: eye dialect ('atti chewed') to present pronunciation; stress patterns in English)*
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	*Discourse structure:* *Use of quotations/direct speech; short paragraphs* *Register:* *Academic / journalistic*
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	
0 Shows no knowledge	Nothing written Unintelligible		

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

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

Marks	Skills Descriptors	Further Details	Contents Descriptors
Question 4 **AO3 Analyse and evaluate the influence of 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:*
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	*Text D* *Text Producer – American Military* *Audience – American Servicemen* *Contexts of production: war, pamphlet to keep as reference guide*
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	*Nature of different nationality with different cultural, social and language practices* *Purposes – inform, advise, educate*
4-5 Begins to analyse	**Some consideration and understanding** of contextual factors Some awareness of the link between language features & context Ideas **generally supported**	Identifies and discusses some contextual factors, some more relevantly Offers straightforward interpretations of contextual factors Links contextual factors to language features, although not consistently across response	*Other factors for change as relevant (technology, fashion)* *Text E* *Text Producer- Daily Mail* *Purpose – entertain, inform, persuade*

2-3 Describes with some relevance	**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**	Selects contextual factors that are very generalised Identifies factors but these are undeveloped or briefly referenced Makes few links to language features / lacks convincing data relevance	*Audience – Mail readers* *Context of reception – online* *Broader factors*
1 Paraphrases	**Little or no attempt** to explore issues of audience/ purpose/ genre/ context Superficial/generalised response to the data Likely to **paraphrase/summarise**	Repeats contextual information from question rubric Makes very general, and possibly unfounded, observations on contextual factors Links to data are not in evidence	*Globalisation*
0 Shows no knowledge	Nothing written Unintelligible		