A-LEVEL
ENGLISH LANGUAGE B

ENGB3 / Developing Language
Mark scheme

2705
June 2014

Version 1.0: Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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.

Further copies of this Mark Scheme are available from aqa.org.uk

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.

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 students' ability to identify language features and communicate clearly and accurately**	
22-24 Evaluates systematically	**Systematic** and **evaluative** exploration of data using linguistic methods **Accurate** and **perceptive** linguistic knowledge **Appropriate, controlled** and **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	*Text A* ***Mum's /grandad's features:*** *questions (closed/open, tag questions; Q&A discourse structure; repetition; diminutives and affectionate lexis; deixis; declaratives* ***Joe's language*** *Lexis:* *Made-up words ('Spuzz')* *Grammar:* *accurate simple utterances; some non-standard, telegraphic*
16-21 Analyses	Uses linguistic methods in a **systematic** way **Appropriate** and **accurate** linguistic knowledge **Controlled** and **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	*utterances and grammatical omissions; awareness of sentence functions and syntactical implications (interrogatives, declaratives);formation of negatives; question formation; use of modal verbs; pronoun use* *Discourse strategies:* *turn-taking, questions, topic shifts, topic management* *Phonological features:* *e.g. glottal stop / deletion*

10-15 Begins to analyse	**Applies** and **explores some** linguistic methods **Some appropriate** linguistic knowledge **Generally accurate** written communication	Covers some aspects of the data, but not engaging with trends in the data Selects from linguistic methods, some more relevantly and/or developed than others Uses exemplification to support points and labels features with some accuracy Discusses relevant features superficially Writes clearly with some lapses	*Text B* *Father's language* *declaratives/ imperatives (to comment on actions and include Joe); nicknames (mister man / mate); deixis (accompanying actions in assembling toy); polite lexis; use of third person to refer to himself; direct address to include Joe in activity*
4-9 Describes with some relevance	Basic linguistic methods applied, but **not convincing** **Limited linguistic knowledge** and understanding **Inconsistent clarity** and 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	*Aunt's language* *Repetition of Joe's words; politeness/modal verb* *Joe's language* <u>*Lexis*</u> *'Cowboy' / Toy Story lexis* <u>*Discourse*</u> *Turn-taking (dad and Joe, toy and Joe); repetition of toy's words and sentences and formulaic phrases from TV*
1-3 Paraphrases	**Rudimentary** linguistic knowledge Linguistic methods applied **inaccurate** 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	<u>*Grammar*</u>: *interrogatives; non-standard verb formation; omission of inflections* <u>*Phonological features:*</u> *e.g. glottal stop / addition / non-standard pronunciations / substitution / consonant cluster reduction; creativity with sounds etc.*
0 Shows no knowledge	Nothing written Unintelligible		<u>*Pragmatics*</u> *Joe's use of humour*

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 students' ability to select and evaluate ideas from language study and to relate them to the data**	
15-16 Synthesises	**Perceptive** understanding of a range of issues **Conceptualised** discussion of ideas surrounding and 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	Theories and concepts may be used to challenge as well as support evidence from the texts. *Child Directed Speech / social interaction as learning / response to child's agenda* *Functions of language* *Politeness* *Play / routines – associated theories* *Learning theories*
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	*Social identities e.g. gender* *Power – parents* *Stages of development* *Behaviourism – reinforcement / conditioning* *Innateness / LAD/ virtuous errors etc.* *Individual acquisition studies* *Own research*

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 inadequate 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 concept, 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
Question1 **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 students' ability to understand the complexity of context as multilayered e.g. immediate relationships, places and times and the larger culture that surrounds them**	
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	*Discussion of roles, routines, relationships and setting could include:* *Setting:* • *Domestic* *Relationships:* • *family connections and interactions* *Roles:* • *caregivers – family members* • *roles assisting learning/ directing behaviour/ joining in with imaginary play/ encouraging interaction* • *child as centre of activities* *Routines/rituals/activities* • *birthdays / present / interaction with toy/ construction of toy/ birthday objects (badges)* *Age of child* *Larger culture:* • *gender of participants* • *social groups* • *family/ parental / generational roles* • *regional accents* • *cultural experiences (TV / film characters)*
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	

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 students' ability to identify language features and communicate clearly and accurately**	
22-24 Evaluates systematically	**Systematic** and **evaluative** exploration of data using linguistic methods **Accurate** and **perceptive** linguistic knowledge **Appropriate, controlled** and **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	***Texts D-F*** *Children's language* • *pauses for grammatical breaks in the text or uncertainty* • *false starts / repairs* • *lack of pauses for confident reading* • *labelling of images / events from the narrative* • *miscues* • *use of the text to aid reading* *Teacher's language* • *praise lexis*
16-21 Analyses	Uses linguistic methods in a **systematic** way **Appropriate** and **accurate** linguistic knowledge **Controlled** and **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	• *corrections* • *instructions / imperatives* • *phrases associated with reading methods* • *tag questions* • *interrogatives – open questions* • *deictic references* • *different language choices with Asha and Seth reflecting ability levels* *Mum's language* • *longer, complex utterances* • *references to shared knowledge*

10-15 Begins to analyse	**Applies** and **explores some** linguistic methods **Some appropriate** linguistic knowledge **Generally accurate** written communication	Covers some aspects of the data, but not engaging with trends in the data Selects from linguistic methods, some more relevantly and/or developed than others Uses exemplification to support points and labels features with some accuracy Discusses relevant features superficially Writes clearly with some lapses	• *praise* • *reading of lines from book* • *interrogatives / tag questions* • *colloquial lexis* • *correction / repetition of lines* *Reading Scheme features* • *rhyme* • *parallelism / repeated structures* • *use of nouns / pronouns* • *field specific lexis associated with topic*
4-9 Describes with some relevance	Basic linguistic methods applied, but **not convincing** **Limited linguistic knowledge** and 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	
1-3 Paraphrases	**Rudimentary** linguistic knowledge Linguistic methods applied **inaccurate** 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 students' ability to select and evaluate ideas from language study and to relate them to the data**	
15-16 Synthesises	**Perceptive** understanding of a range of issues **Conceptualised** discussion of ideas surrounding and 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	Theories and concepts may be used to challenge as well as support evidence from the texts. *understanding of children's reading process/use of cues* *different strategies for developing literacy* *reading stages* *range of teaching methods:* • *phonics* • *whole word* • *whole text* *role of reading schemes* *relevant child language acquisition theories:* • *interactionist* • *behaviourism (praise / error correction*
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	

| 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 inadequate 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 concept, 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 students' ability to understand the complexity of context as multilayered e.g. immediate relationships, places and times and the larger culture that surrounds them**	
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	Discussion of the effects on language of some of the following: • *roles of the classroom teacher* • *role of parents within school environment* • *different relationships between adults and children*
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	• *shared reading practices in the classroom* • *age/ developmental stages of the children* • *relationship between reading material / classroom and wider society*
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	• *time / place of activity* • *purpose to support children* • *educative purpose of activity*

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 3 **AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression**		Tests students' ability to identify language features and communicate clearly and accurately	
22-24 Evaluates systematically	**Systematic** and **evaluative** exploration of data using linguistic methods **Accurate** and **perceptive** linguistic knowledge **Appropriate, controlled** and **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	*Text F* *Lexis:* *proper nouns (associated with London and other countries, as well as Mr Sainsbury); abstract nouns ('civility', 'alertness'); many adjectives, including superlatives and unusual adjective choices ('elaborate', 'handsome'); adverbs used frequently ('cordially', 'probably', 'exclusively'); formal lexis ('emporium', 'provisions', 'gentlemen'); archaic lexis ('poulterer', 'thus'); semantic field of quality; compounded lexis ('head-quarters', 'high-class')*
16-21 Analyses	Uses linguistic methods in a **systematic** way **Appropriate** and **accurate** linguistic knowledge **Controlled** and **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:* *passive voice; third person pronoun ('he') used repeatedly; present tense; declaratives; complex sentences; noun phrases; pre-modification* *Graphology:* *typefaces; fonts; mix of upper and lower cases; italics; bold; hand drawn image*

10-15 Begins to analyse	**Applies** and **explores some** linguistic methods **Some appropriate** linguistic knowledge **Generally accurate** written communication	Covers some aspects of the data, but not engaging with trends in the data Selects from linguistic methods, some more relevantly and/or developed than others Uses exemplification to support points and labels features with some accuracy Discusses relevant features superficially Writes clearly with some lapses	*Discourse structure:* *lists of produce offered and long section of prose at bottom; cohesion – structure of paragraphs and grouping of information*
4-9 Describes with some relevance	Basic linguistic methods applied, but **not convincing** **Limited linguistic knowledge** and understanding **Inconsistent clarity** and 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	
1-3 Paraphrases	**Rudimentary** linguistic knowledge Linguistic methods applied **inaccurate** 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 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 students' ability to select and evaluate ideas from language study and to relate them to the data**	
15-16 Synthesises	**Perceptive** understanding of a range of issues **Conceptualised** discussion of ideas surrounding and 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	Theories and concepts may be used to challenge as well as support evidence from the texts. *Construction of identities for narrator / narratee; organisational identity* *Identities – gender / class* *Literacy conventions* *Technological constraints – affordances and limitations*
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	*Politeness* *Power / prestige* *Prescriptivism / descriptivism* *Lexical / semantic change processes* *The development of genre over time / advertising conventions* *Synthetic personalisation*

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 inadequate 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 concept, 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 students' ability to understand the complexity of context as multilayered e.g. immediate relationships, places and times and the larger culture that surrounds them**	
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	*Students' discussion of audience and purpose, the contexts of reception, production and use and social contexts could include:* *Consumerism / invention of supermarket* *Globalisation / trading methods*
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	*Availability of goods* *Currency change* *Purposes: advertise / persuade / inform / advise* *Sainsbury's as text producer – role / status in society / growth and change to company over time (ownership / London centred to national company)*
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	*Audience : consumers* *Social change: importance of customers, role of shop assistants* *Technological developments (phone / delivery methods / preservation of goods*

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**		**Tests students' ability to identify language features and communicate clearly and accurately**	
22-24 Evaluates systematically	**Systematic** and **evaluative** exploration of data using linguistic methods **Accurate** and **perceptive** linguistic knowledge **Appropriate, controlled** and **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	*Text G* *Grammar: sentence complexity; modal verbs; non-standard past tense ('ate'); progressive aspect; conditional clauses; pronoun choices (first person singular/ plural); adverb ('oftener') and archaic use ('different'); determiner use in noun phrases ('the hair')* *Lexis/semantics: lexical field of hair/ hair treatments / disease / health / appearance; archaic lexis ('whither' / 'fillet' / 'pomatum', 'material', 'pinch'); concrete nouns*
16-21 Analyses	Uses linguistic methods in a **systematic** way **Appropriate** and **accurate** linguistic knowledge **Controlled** and **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	*Discourse: adverbials used for advice* *Orthography: capital letters, long s, punctuation (use of *s for footnotes / elision of past tense verbs); spelling ('surprize')* *Graphology: the initial, print convention of last/first word on pages* *Register: advisory*

10-15 Begins to analyse	**Applies** and **explores some** linguistic methods **Some appropriate** linguistic knowledge **Generally accurate** written communication	Covers some aspects of the data, but not engaging with trends in the data Selects from linguistic methods, some more relevantly and/or developed than others Uses exemplification to support points and labels features with some accuracy Discusses relevant features superficially Writes clearly with some lapses	*Text H* *Grammar: second person pronoun; imperatives* *Lexis / semantics: lexical field of hair / hair treatments; etymology of lexis 'mohawk'; contractions neologisms ('velcro'); creativity in language use ('whatevering') American lexis 'drugstore'; initialisms ('BFF'); compounding* *Discourse: enumeration; cohesion / chronological structure* *Graphology: bold, varied punctuation* *Orthography / spelling: American spellings ('color)'*
4-9 Describes with some relevance	Basic linguistic methods applied, but **not convincing** **Limited linguistic knowledge** and understanding **Inconsistent clarity** and 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	
1-3 Paraphrases	**Rudimentary** linguistic knowledge Linguistic methods applied **inaccurate** 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**		**Tests students' ability to select and evaluate ideas from language study and to relate them to the data**	
15-16 Synthesises	**Perceptive** understanding of a range of issues **Conceptualised** discussion of ideas surrounding and 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	Theories and concepts may be used to challenge as well as support evidence from the texts. *Construction of 'expert' identity* *Varieties of English / world Englishes* *Lexical and semantic change processes* *Standardisation and its effects on English*
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	*Attitudes to language change* *Genre conventions of advisory texts / continuity of voice over time* *Representations of different age / social groups / women* *Fairclough – power / ideology* *Technological constraints – affordances and limitations*

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 inadequate 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 concept, 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 students' ability to understand the complexity of context as multilayered e.g. immediate relationships, places and times and the larger culture that surrounds them**	
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	*Students' discussion of audience and purpose, the contexts of reception, production and use and social contexts could include:* *Text Producer: expert / professional hairdresser / fashion magazine* *Purpose: advise / inform*
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	*Audience: the wealthy or literate / parents / other hairdressers (Text G) and broad, global, female audience (Text H)* *Genre : published book (Text G) and website (Text H)* *Fashion / appearance* *Reception – (Text H) website / global access* *Technology of hair products*
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		