

General Certificate of Education June 2010

English Language B

2706

ENGB3

Developing Language

Mark Scheme

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

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

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

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General Principles

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

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

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

Assessment Objectives

This unit requires candidates to:

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

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

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

General Guidance for Examiners

Aims

When you are marking your allocation of scripts your main aims should be to:

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

A Positive Approach

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

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

The Mark Scheme Structure

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

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

Awarding Assessment Objectives

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

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

Annotating Scripts

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

To this end you should:

- identify relevant points with one tick or two ticks be precise with placing your tick on the relevant comment
- identify incomplete development of relevant coverage by an arrow to the right
- indicate extended irrelevance with a vertical line
- identify errors of factual accuracy, or where clarity is in doubt, with a question mark
- place AO related annotation in the margin
- write a brief summative comment for each Assessment Objective, indicating the reasons for placing the answer in the mark band. This should be kept brief and mark scheme-focused.
- not make negative comments about candidates' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

Indicative content

An indicative content is provided with some of the features on which candidates may comment.

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

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

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 1	AO1 Select and apply a	The children's language		AO2 Demonstrate critical	These could include
	range of linguistic	choices in Texts A, B and		understanding of a range of	references to:
	methods, to communicate	C:		concepts and issues related to the	
	relevant knowledge using			construction and analysis of	Synoptic theories
	appropriate terminology	deictic references		meanings in spoken and written	
	and coherent, accurate	false starts/self		language, using knowledge of	• gender
	written expression	corrections and non-		linguistic approaches	
22-24	Systematic and evaluative	fluency features	15-16	Perceptive understanding of a range of	and discussion of
	exploration of data using	Josh's use of discourse		issues	any/some of the
Evaluates	linguistic methods	markers	Synthesises	Conceptualised discussion of ideas	following
systematically	Accurate and perceptive	Franki's incomplete		surrounding and topic	
	linguistic knowledge	utterances		Explores a range of judicious examples	role of imaginative
	Appropriate, controlled and	children's understanding			play and links to
(writes fluently)	accurate expression	of turn taking			theories
16-21	Uses linguistic methods in a	Josh's minimal	11-14	Clear understanding of a range	
	systematic way	responses		language concepts and issues	social interactionist
Analyses	Appropriate and accurate	Josh's use of nicknames	Explores	Developed discussion of ideas relating	theories
	linguistic knowledge	for Franki	relevantly	to concepts/issues	
(writes	Controlled and accurate	Josh's omission of		Explores a range of well-selected	behavioural – imitation
accurately)	expression	auxiliary verbs /non-		examples	and reinforcement
10-15	Applies and explores some	standard usage	7-10	Some awareness of language concepts]
	linguistic methods	Josh's use of imperatives		and issues	cognitive theories.
Begins to	Some appropriate linguistic	Franki's phonological	Begins to	A number of concepts/issues discussed	
analyse	knowledge	substitution	make links	 but not fully explored 	CDS strategies used
-	Generally accurate written	Franki's non-standard		Beginning to select and use salient	by Sue
(writes	communication	utterances		examples	
competently)					power/dominance
4-9	Basic linguistic methods	Sue's language choices:	3-6	Limited number of language concepts	strategies used by
	applied, but not convincing	use of names to direct		highlighted	children and carer
Describes with	Limited linguistic knowledge	conversation	Describes	Superficial understanding shown	
some relevance	and understanding	discourse features (tag	with some	Often descriptive and/or anecdotal	politeness/face
	Inconsistent clarity and	questions, pauses)	relevance	examples	theories
(writes	accuracy in communication	encouraging politeness,		-	
adequately)					speech act theories

1-3	Rudimentary linguistic	using questions and	1-2	Elementary understanding of language	
	knowledge	modelling turn taking		concepts and use	functions of child
Paraphrases	Linguistic methods applied	use of interrogatives and	Repeats	More knowledge than relevance shown	language (eg Halliday)
	inaccurately or not at all	imperatives	without	Occasional reference to language	
(writes without	Lapses in written	pronouns choices	insight	concept, but likely to be misunderstood	accent/dialect
clarity)	communication	use of dialectal lexis			
0	Nothing written	colloquial lexical choices	0	Nothing written	
	unintelligible	repetition		Unintelligible	
Shows no		use of humour and	Shows no		
knowledge		shared knowledge	knowledge		
(writes					
incoherently)					

Marks	Skills Descriptors	Contents Descriptors
Question 1	AO3 Analyse and evaluate the influence of contextual factors on the production and	Discussion of some of the following effects
	reception of spoken and written language, showing knowledge of the key constituents	on language of:
	of language	
8	Perceptive and insightful exploration of contextual factors	the domestic context
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the light of language features	 changing contexts (eg arrival home, playtime, lunchtime)
	Integrated and helpful use of the data to support interpretation	
6-7	Clear understanding of a range of contextual factors	external influences of school/nursery
Analyses	Sound analysis and engagement with contextual factors in the light of language features	daily routines
	Fully supported interpretations	role of the caregiver
4-5	Some consideration and understanding of contextual factors	7
Begins to analyse	Some awareness of the link between language features & context	 relationships between the children and with their carer
	Ideas generally supported	shared/repeated experiences
2-3	Awareness of one or two factors influencing data – likely to be broad in focus] ' '
		face-to-face interaction
Describes	Some limited attempt to analyse audience/purpose/genre/context	
with some		ages of the children
relevance	Some supported points	
1	Little or no attempt to explore issues of audience/purpose/genre/context	 developmental stages
Paraphrases	Superficial/generalised response to the data	
	Likely to paraphrase/summarise	
0	Nothing written	
Shows no		
knowledge	Unintelligible	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 2	AO1 Select and apply	Text D		AO2 Demonstrate critical	These could include
	a range of linguistic	links between graphological		understanding of a range of	references to:
	methods, to	features and		concepts and issues related to the	
	communicate	stress/intonation/prosody		construction and analysis of	Synoptic theories
	relevant knowledge	pauses before and after direct		meanings in spoken and written	
	using appropriate	speech, at line breaks and at the		language, using knowledge of	• gender
	terminology and	end of clauses miscues		linguistic approaches	
	coherent, accurate	use of the text to aid reading			and discussion of
	written expression	support of CA in completing			any/some of the following
22-24	Systematic and	sounds of words and correcting	15-16	Perceptive understanding of a range	
	evaluative exploration	phonology/miscues		of issues	understanding of
Evaluates	of data using linguistic	Tom's growing lexical confidence	Synthesises	Conceptualised discussion of ideas	children's reading
systematicall	methods	shown in longer utterances		surrounding and topic	process/use of cues
У	Accurate and			Explores a range of judicious	
	perceptive linguistic	Text F (As above, plus)		examples	child language
(writes	knowledge	Tania's confidence with reading			acquisition theories
fluently)	Appropriate, controlled	shown in the length of her turns			
	and accurate	and limited nature of CA's			literacy development
	expression	support/intervention			theories
16-21	Uses linguistic		11-14	Clear understanding of a range	
	methods in a	The reading scheme books:		language concepts and issues	teaching methods
Analyses	systematic way	Text E	Explores	Developed discussion of ideas	
	Appropriate and	lexical repetition/cohesion/	relevantly	relating to concepts/issues	features of reading
(writes	accurate linguistic	colloquial lexis		Explores a range of well-selected	schemes
accurately)	knowledge	semantic field of clothes		examples	
	Controlled and	lexical choices connected to			
	accurate expression	weddings			_
10-15	Applies and explores	parallelism/simple sentences/	7-10	Some awareness of language	
5	some linguistic	anaphoric referencing/		concepts and issues	
Begins to	methods	substitution of pronouns non-standard features	Begins to	A number of concepts/issues	
analyse	Some appropriate	speech tags/exclamatories linked	make links	discussed – but not fully explored	
(versite o	linguistic knowledge	to phonology		Beginning to select and use salient	
(writes	Generally accurate	to phonology		examples	
competently)	written communication				

4-9	Basic linguistic methods applied, but not	Text G more complex lexis/fewer	3-6	Limited number of language concepts highlighted	
Describes	convincing	repetitions	Describes	Superficial understanding shown	
with some	Limited linguistic	orthographic conventions	with some	Often descriptive and/or anecdotal	
relevance	knowledge and	representing speech	relevance	examples	
	understanding	anaphoric referencing/simple	7 57 57 5		
(writes	Inconsistently clarity	sentences			
adequately)	and accuracy in	differences in multi-modal/			
""	communication	discourse structure (narrative			
1-3	Rudimentary linguistic	integrated into both text/	1-2	Elementary understanding of	
	knowledge	graphology)		language concepts and use	
Paraphrases	Linguistic methods	speech bubbles/font choices	Repeats	More knowledge than relevance	
	applied inaccurately or		without	shown	
(writes	not at all		insight	Occasional reference to language	
without	Lapses in written			concept, but likely to be	
clarity)	communication			misunderstood	
0	Nothing written		0	Nothing written	
Shows no	unintelligible			Unintelligible	
knowledge			Shows no		
			knowledge		
(writes					
incoherently)					

Marks	Skills Descriptors	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	Discussion of some of the following effects on language of:
8	Perceptive and insightful exploration of contextual factors	role of the classroom assistant
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the light of language features	shared reading practices in the classroom
	Integrated and helpful use of the data to support interpretation	
6-7	Clear understanding of a range of contextual factors	 nature/function of reading schemes
Analyses	Sound analysis and engagement with contextual factors in the light of language features	different styles of reading
	Fully supported interpretations	schemes
4-5	Some consideration and understanding of contextual factors	
Begins to analyse	Some awareness of the link between language features and context	 teaching methods and literacy programmes
	Ideas generally supported	age/developmental stages of
2-3	Awareness of one or two factors influencing data – likely to be broad in focus	the children
Describes with some relevance	Some limited attempt to analyse audience/purpose/genre/context	 society's influences, eg multicultural characters,
	Some supported points	topics
1	Little or no attempt to explore issues of audience/purpose/genre/context	
Paraphrases	Superficial/generalised response to the data	
	Likely to paraphrase/summarise	
0	Nothing written	
Shows no knowledge	Unintelligible	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 3	AO1 Select and apply a	Analysis of features		AO2 Demonstrate critical	These could include
	range of linguistic	could include:		understanding of a range of	references to:
	methods, to			concepts and issues related to	
	communicate relevant	lexical choices and		the construction and analysis of	Synoptic theories
	knowledge using	their semantic		meanings in spoken and written	
	appropriate	connotations		language, using knowledge of	• gender
	terminology and			linguistic approaches	
	coherent, accurate	lexical/semantic			• power
	written expression	change			
22-24	Systematic and		15-16	Perceptive understanding of a	and discussion of any/some of
	evaluative exploration of	colloquial/idiomatic		range of issues	the following
Evaluates	data using linguistic	lexis	Synthesises	Conceptualised discussion of	
systematically	methods			ideas surrounding and topic	representation of male and
	Accurate and perceptive	noun and verb choices		Explores a range of judicious	female occupational roles
	linguistic knowledge			examples	
(writes fluently)	Appropriate, controlled	modifiers/intensifiers			gender/occupational
	and accurate expression	for negative and			stereotypes
16-21	Uses linguistic methods	positive aspects of	11-14	Clear understanding of a range	
	in a systematic way	appearance/behaviour		language concepts and issues	prescriptive attitudes to
Analyses	Appropriate and accurate	lessia al alesia a a ef	Explores	Developed discussion of ideas	English
, ,,	linguistic knowledge	lexical choices of	relevantly	relating to concepts/issues	
(writes	Controlled and accurate	negation used to		Explores a range of well-selected	
accurately)	expression	instruct	- 40	examples	
10-15	Applies and explores	ananharia referencina	7-10	Some awareness of language	
Decise to	some linguistic methods	anaphoric referencing	Danina ta	concepts and issues	
Begins to	Some appropriate	rhetorical devices e.g.	Begins to	A number of concepts/issues	
analyse	linguistic knowledge Generally accurate	tripling	make links	discussed – but not fully explored	
(writes	written communication			Beginning to select and use salient examples	
competently)	willen communication	hierarchical listing of		Examples	
competently)		responsibilities			
		declarative sentences			

4-9	Basic linguistic methods applied, but not	attempts at humour	3-6	Limited number of language concepts highlighted	
Describes with	convincing	shared knowledge	Describes	Superficial understanding shown	
some relevance	Limited linguistic		with some	Often descriptive and/or anecdotal	
	knowledge and	pragmatics of advisory	relevance	examples	
(writes	understanding	tone		-	
adequately)	Inconsistently clarity and				
	accuracy in	use of images			
	communication	_			
1-3	Rudimentary linguistic		1-2	Elementary understanding of	
	knowledge			language concepts and use	
Paraphrases	Linguistic methods		Repeats	More knowledge than relevance	
	applied inaccurately or		without	shown	
(writes without	not at all		insight	Occasional reference to language	
clarity)	Lapses in written			concept, but likely to be	
	communication			misunderstood	
0	Nothing written		0	Nothing written	
	unintelligible			Unintelligible	
Shows no			Shows no		
knowledge			knowledge		
(writes					
incoherently)					

Marks	Skills Descriptors	Contents Descriptors
Question 3	AO3 Analyse and evaluate the influence of contextual factors on the production and	Discussion of some of the
	reception of spoken and written language, showing knowledge of the key	following effects on language of:
	constituents of language	
8	Perceptive and insightful exploration of contextual factors	occupational roles in the 1970s
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the light of language features	career opportunities for
oy eterrialiseding	Integrated and helpful use of the data to support interpretation	women in the 1970s
6-7	Clear understanding of a range of contextual factors	
Analyses	Sound analysis and engagement with contextual factors in the light of language features	the changing nature of the workplace
	Fully supported interpretations	social contexts –
4-5	Some consideration and understanding of contextual factors	gender/power roles as compared with the
Begins to analyse	Some awareness of the link between language features and context	present
	Ideas generally supported	 technology
2-3	Awareness of one or two factors influencing data – likely to be broad in focus	
Describes with some relevance	Some limited attempt to analyse audience/purpose/genre/context	advisory/informative purpose(s) of the text
relevance	Some supported points	the implied audience of
1	Little or no attempt to explore issues of audience/purpose/genre/context	the text
Paraphrases	Superficial/generalised response to the data	genre (advice manual/guide)
	Likely to paraphrase/summarise	
0	Nothing written	
Shows no		
knowledge	Unintelligible	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 4	AO1 Select and apply a	Text J		AO2 Demonstrate critical	These could include
	range of linguistic	formal/archaic/idiomatic		understanding of a range of	references to:
	methods, to communicate	lexis		concepts and issues related to	
	relevant knowledge using	polite modes of address		the construction and analysis of	Synoptic theories
	appropriate terminology	lexical/semantic change		meanings in spoken and written	
	and coherent, accurate	features		language, using knowledge of	• power
	written expression	semantic fields of		linguistic approaches	
22-24	Systematic and evaluative	honour/pride	15-16	Perceptive understanding of a	• gender
	exploration of data using	discourse structure/order of		range of issues	
Evaluates	linguistic methods	the messages layout/	Synthesises	Conceptualised discussion of ideas	and discussion of
systematically	Accurate and perceptive	graphological features		surrounding and topic	any/some of the following
	linguistic knowledge	pragmatics of the messages		Explores a range of judicious	
(writes fluently)	Appropriate, controlled and	representing bias/writers'		examples	prescriptive/descriptive
	accurate expression	attitudes			attitudes to English and
16-21	Uses linguistic methods in a	elliptical style of some	11-14	Clear understanding of a range	Standard/Non-Standard
	systematic way	messages		language concepts and issues	features
Analyses	Appropriate and accurate	range of sentence types	Explores	Developed discussion of ideas	
	linguistic knowledge	use of the past tense	relevantly	relating to concepts/issues	informalisation
(writes	Controlled and accurate	significance of pronoun		Explores a range of well-selected	
accurately)	expression	choices		examples	
10-15	Applies and explores some	superlative adjectives	7-10	Some awareness of language	
	linguistic methods	formality of lexical and		concepts and issues	
Begins to	Some appropriate linguistic	grammatical choices and	Begins to	A number of concepts/issues	
analyse	knowledge	respectful tone	make links	discussed – but not fully explored	
	Generally accurate written	Total II		Beginning to select and use salient	
(writes	communication	Text K		examples	
competently)		colloquial/idiomatic/emotive			
4-9	Basic linguistic methods	lexis semantic fields of honour	3-6	Limited number of language	
5 " "	applied, but not convincing		5 "	concepts highlighted	
Describes with	Limited linguistic knowledge	and pride use of first names for	Describes	Superficial understanding shown	
some relevance	and understanding		with some	Often descriptive and/or anecdotal	
6	Inconsistently clarity and	players, managers and nicknames for clubs	relevance	examples	
(writes	accuracy in communication	Inckridines for clubs			
adequately)					

1-3	Rudimentary linguistic	discourse structure in reverse	1-2	Elementary understanding of	
	knowledge	time order but chronological		language concepts and use	
Paraphrases	Linguistic methods applied	graphological choices - bold,	Repeats	More knowledge than relevance	
	inaccurately or not at all	capitals used as part of	without	shown	
(writes without	Lapses in written	discourse structure	insight	Occasional reference to language	
clarity)	communication	stylistic and discourse	_	concept, but likely to be	
•		features typical of journalism		misunderstood	
0	Nothing written	direct questions from players,	0	Nothing written	
	unintelligible	not dignitaries		Unintelligible	
Shows no		fewer complex sentences but	Shows no		
knowledge		still a range of types	knowledge		
		use of the present tense	_		
(writes		pronoun choices/direct			
incoherently)		address			
		more contractions used			
		rhetorical and tag questions			
		chatty, conversational tone			
		interactive features			

Marks	Skills Descriptors	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	Discussion of some of the following effects on language of:	
8	Perceptive and insightful exploration of contextual factors	technological changes, eg the use of letters/telegrams v the need for interactivity/immediate results/use of the internet to keep track of scores/	
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the light of language features		
	Integrated and helpful use of the data to support interpretation	audience reception	
6-7	Clear understanding of a range of contextual factors		
Analyses	Sound analysis and engagement with contextual factors in the light of language features	 technological change – changing role of journalist/gender of journalist 	
	Fully supported interpretations	social/ideological changes, including	
4-5	Some consideration and understanding of contextual factors	class hierarchies/references to monarchy and Empire v changes in attitudes today	
Begins to analyse	Some awareness of the link between language features and context		
	Ideas generally supported	social changes - 'gentlemanly' natures	
2-3	Awareness of one or two factors influencing data – likely to be broad in focus	of the congratulations	
Describes with some relevance	Some limited attempt to analyse audience/purpose/genre/context	 social changes – changing views of 'personalities' and 'celebrities' in modern society 	
	Some supported points		
1	Little or no attempt to explore issues of audience/purpose/genre/context	the importance/influence of football	
Paraphrases	Superficial/generalised response to the data	male domination of football	
	Likely to paraphrase/summarise		
0	Nothing written	value placed on fans in modern context	
Shows no			
knowledge	Unintelligible	the nature of the text as a souvenir copy after the event	