

Version 1.0



**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: 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 contextual factors in the light of language features. Integrated and helpful use of the data to support interpretation.
16–21	Uses linguistic methods in a systematic way. Appropriate and accurate linguistic knowledge. Controlled and accurate expression.	11–14	Clear understanding of a range of language concepts/issues. Developed discussion of ideas relating to concepts/issues. Explores a range of well-selected examples.	6–7	Clear understanding of a range of contextual factors. Sound analysis and engagement with contextual factors in the light of language features. Fully supported interpretations.
10–15	Applies and explores some linguistic methods. Some appropriate linguistic knowledge. Generally accurate written communication.	7–10	Some awareness of language concepts and issues. A number of concepts/issues discussed – but not fully explored. Beginning to select and use salient examples.	4–5	Some consideration and understanding of contextual factors. Some awareness of the link between language features and context. Ideas generally supported.
4–9	Basic linguistic methods applied, but not convincing. Limited linguistic knowledge/ understanding. Inconsistent clarity and accuracy in communication.	3–6	Limited number of language concepts highlighted. Superficial understanding shown. Often descriptive and/or anecdotal in reference.	2–3	Awareness of one or two factors influencing data – likely to be broad in focus. Some limited attempt to analyse audience/purpose/ genre/context. Some supported points.
1–3	Linguistic methods applied inaccurately or not at all. Rudimentary linguistic knowledge. Lapses in written communication.	1–2	Elementary understanding of language concepts and use. More knowledge than relevance shown. Occasional reference to language concept, but likely to be misunderstood.	1	Little or no attempt to explore issues of audience/ purpose/genre/context. Superficial/generalised response to the data. Likely to paraphrase/summarise.
0	Nothing written. Unintelligible.	0	Nothing written. Unintelligible.	0	Nothing written. Unintelligible.

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

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

Marks	Skills Descriptors	Contents Descriptors
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	Discussion of some of the following effects on language of:
8 <i>Evaluates systematically</i>	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	<ul style="list-style-type: none"> • the domestic context • changing contexts (eg arrival home, playtime, lunchtime)
6-7 <i>Analyses</i>	Clear understanding of a range of contextual factors Sound analysis and engagement with contextual factors in the light of language features Fully supported interpretations	<ul style="list-style-type: none"> • external influences of school/nursery • daily routines • role of the caregiver
4-5 <i>Begins to analyse</i>	Some consideration and understanding of contextual factors Some awareness of the link between language features & context Ideas generally supported	<ul style="list-style-type: none"> • relationships between the children and with their carer • shared/repeated experiences
2-3 <i>Describes with some relevance</i>	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	<ul style="list-style-type: none"> • face-to-face interaction • ages of the children
1 <i>Paraphrases</i>	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	<ul style="list-style-type: none"> • developmental stages
0 <i>Shows no knowledge</i>	Nothing written Unintelligible	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 2	AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	Text D links between graphological features and stress/intonation/prosody pauses before and after direct speech, at line breaks and at the end of clauses miscues use of the text to aid reading support of CA in completing sounds of words and correcting phonology/miscues Tom's growing lexical confidence shown in longer utterances		AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	These could include references to: <i>Synoptic theories</i> <ul style="list-style-type: none">gender <i>and discussion of any/some of the following</i>
22-24 <i>Evaluates systematically</i> <i>(writes fluently)</i>	Systematic and evaluative exploration of data using linguistic methods Accurate and perceptive linguistic knowledge Appropriate, controlled and accurate expression	Text F (As above, plus) Tania's confidence with reading shown in the length of her turns and limited nature of CA's support/intervention	15-16 <i>Synthesises</i>	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding and topic Explores a range of judicious examples	understanding of children's reading process/use of cues child language acquisition theories literacy development theories
16-21 <i>Analyses</i> <i>(writes accurately)</i>	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression	The reading scheme books: Text E lexical repetition/cohesion/ colloquial lexis semantic field of clothes lexical choices connected to weddings	11-14 <i>Explores relevantly</i>	Clear understanding of a range language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	teaching methods features of reading schemes
10-15 <i>Begins to analyse</i> <i>(writes competently)</i>	Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication	parallelism/simple sentences/ anaphoric referencing/ substitution of pronouns non-standard features speech tags/exclamatories linked to phonology	7-10 <i>Begins to make links</i>	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	

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

Marks	Skills Descriptors	Contents Descriptors
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 <i>Evaluates systematically</i>	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	<ul style="list-style-type: none"> • role of the classroom assistant • shared reading practices in the classroom
6-7 <i>Analyses</i>	Clear understanding of a range of contextual factors Sound analysis and engagement with contextual factors in the light of language features Fully supported interpretations	<ul style="list-style-type: none"> • nature/function of reading schemes • different styles of reading schemes
4-5 <i>Begins to analyse</i>	Some consideration and understanding of contextual factors Some awareness of the link between language features and context Ideas generally supported	<ul style="list-style-type: none"> • teaching methods and literacy programmes • age/developmental stages of the children
2-3 <i>Describes with some relevance</i>	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	<ul style="list-style-type: none"> • society's influences, eg multicultural characters, topics
1 <i>Paraphrases</i>	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	
0 <i>Shows no knowledge</i>	Nothing written Unintelligible	

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

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

Marks	Skills Descriptors	Contents Descriptors
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	Discussion of some of the following effects on language of:
8 <i>Evaluates systematically</i>	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	<ul style="list-style-type: none"> • occupational roles in the 1970s • career opportunities for women in the 1970s
6-7 <i>Analyses</i>	Clear understanding of a range of contextual factors Sound analysis and engagement with contextual factors in the light of language features Fully supported interpretations	<ul style="list-style-type: none"> • the changing nature of the workplace • social contexts – gender/power roles as compared with the present
4-5 <i>Begins to analyse</i>	Some consideration and understanding of contextual factors Some awareness of the link between language features and context Ideas generally supported	<ul style="list-style-type: none"> • technology
2-3 <i>Describes with some relevance</i>	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	<ul style="list-style-type: none"> • advisory/informative purpose(s) of the text • the implied audience of the text
1 <i>Paraphrases</i>	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	<ul style="list-style-type: none"> • genre (advice manual/guide)
0 <i>Shows no knowledge</i>	Nothing written Unintelligible	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 4	AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	Text J formal/archaic/idiomatic lexis polite modes of address lexical/semantic change features semantic fields of honour/pride discourse structure/order of the messages layout/ graphological features pragmatics of the messages representing bias/writers' attitudes		AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	These could include references to: <i>Synoptic theories</i> <ul style="list-style-type: none"> • power • gender <i>and discussion of any/some of the following</i> prescriptive/descriptive attitudes to English and Standard/Non-Standard features informalisation
22-24 <i>Evaluates systematically</i> <i>(writes fluently)</i>	Systematic and evaluative exploration of data using linguistic methods Accurate and perceptive linguistic knowledge Appropriate, controlled and accurate expression	elliptical style of some messages range of sentence types use of the past tense significance of pronoun choices	15-16 <i>Synthesises</i>	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding and topic Explores a range of judicious examples	
16-21 <i>Analyses</i> <i>(writes accurately)</i>	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression	superlative adjectives formality of lexical and grammatical choices and respectful tone	11-14 <i>Explores relevantly</i>	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	
10-15 <i>Begins to analyse</i> <i>(writes competently)</i>	Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication	Text K colloquial/idiomatic/emotive lexis semantic fields of honour and pride use of first names for players, managers and nicknames for clubs	7-10 <i>Begins to make links</i>	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	
4-9 <i>Describes with some relevance</i> <i>(writes adequately)</i>	Basic linguistic methods applied, but not convincing Limited linguistic knowledge and understanding Inconsistently clarity and accuracy in communication		3-6 <i>Describes with some relevance</i>	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal examples	

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

Marks	Skills Descriptors	Contents Descriptors
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 <i>Evaluates systematically</i>	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	<ul style="list-style-type: none"> • technological changes, eg the use of letters/telegrams v the need for interactivity/immediate results/use of the internet to keep track of scores/ audience reception
6-7 <i>Analyses</i>	Clear understanding of a range of contextual factors Sound analysis and engagement with contextual factors in the light of language features Fully supported interpretations	<ul style="list-style-type: none"> • technological change – changing role of journalist/gender of journalist
4-5 <i>Begins to analyse</i>	Some consideration and understanding of contextual factors Some awareness of the link between language features and context Ideas generally supported	<ul style="list-style-type: none"> • social/ideological changes, including class hierarchies/references to monarchy and Empire v changes in attitudes today
2-3 <i>Describes with some relevance</i>	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	<ul style="list-style-type: none"> • social changes - ‘gentlemanly’ natures of the congratulations • social changes – changing views of ‘personalities’ and ‘celebrities’ in modern society
1 <i>Paraphrases</i>	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	<ul style="list-style-type: none"> • the importance/influence of football • male domination of football
0 <i>Shows no knowledge</i>	Nothing written Unintelligible	<ul style="list-style-type: none"> • value placed on fans in modern context • the nature of the text as a souvenir copy after the event