



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

English Language B

ENGB3

(Specification 2705)

Unit 3: Developing Language

Mark Scheme

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

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

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

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General Principles

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

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

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

Assessment Objectives

This unit requires students to:

- AO1 select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (15% A2)
- AO2 demonstrate critical understanding of a range of concepts and issues relating to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches (10% A2)
- AO3 analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language (5% A2).

General Guidance for Examiners

Aims

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

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

A Positive Approach

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

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

The Mark Scheme Structure

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

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

Awarding Assessment Objectives

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

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

Annotating Scripts

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

To this end you should:

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

Indicative content

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

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

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

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 1	AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression	Jess’s language choices:		AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	These could include references to:
22–24	Systematic & evaluative exploration of data using linguistic methods Accurate & perceptive linguistic knowledge Appropriate, controlled & accurate expression	<ul style="list-style-type: none"> elliptical utterances omission of function words, eg determiners use of determiners possessives colloquial lexis deictic references pronouns imperatives/declaratives negation features of developmental stage phonological examples, eg omission of fricatives and consonant clusters 	15–16	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding and topic Explores a range of judicious examples	<ul style="list-style-type: none"> gender theories power theories child language acquisition perspectives theories language functions individual acquisition experiments/studies applicable to the data
<i>Evaluates systematically</i> <i>(writes fluently)</i>		<ul style="list-style-type: none"> repetition of mother’s lexical choices pragmatics of turn-taking, conversation openings repetition of learned nursery rhyme. 	<i>Synthesises</i>		
16–21	Uses linguistic methods in a systematic way Appropriate & accurate linguistic knowledge Controlled & accurate expression	Mother’s language choices:	11–14	Clear understanding of a range language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	<ul style="list-style-type: none"> CDS/scaffolding theories and strategies politeness telegraphic developmental stage.
<i>Analyses</i> <i>(writes accurately)</i>		<ul style="list-style-type: none"> questioning/interrogatives/types of questions repetition of child’s lexis Q&A turn-taking lexical examples to support CDS points repeated sentence frames utterances Recasting/expansions pronouns choices deictic references. 	<i>Explores relevantly</i>		
10–15	Applies & 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	Theories and concepts may be used to challenge as well as support evidence from the texts.
<i>Begins to analyse</i> <i>(writes competently)</i>			<i>Begins to make links</i>		
4–9	Basic linguistic methods applied, but not convincing Limited linguistic knowledge & understanding Inconsistent clarity & accuracy in communication		3–6	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal examples	
<i>Describes with some relevance</i> <i>(writes adequately)</i>			<i>Describes with some relevance</i>		

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

Marks	Skills Descriptors	Contents Descriptors
	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language	
<p>8</p> <p><i>Evaluates systematically</i></p>	<p>Perceptive and insightful exploration of contextual factors</p> <p>Analytical and systematic interpretation of contextual factors in the light of language features</p> <p>Integrated and helpful use of the data to support interpretation</p>	<ul style="list-style-type: none"> • private/domestic environment • mother/child relationship • role of games in the interaction • use of props, eg cards and jigsaw pieces
<p>6–7</p> <p><i>Analyses</i></p>	<p>Clear understanding of a range of contextual factors</p> <p>Sound analysis & engagement with contextual factors in the light of language features</p> <p>Fully supported interpretations</p>	<ul style="list-style-type: none"> • age of child • educational and social purposes of interactional.
<p>4–5</p> <p><i>Begins to analyse</i></p>	<p>Some consideration and understanding of contextual factors</p> <p>Some awareness of the link between language features & context</p> <p>Ideas generally supported</p>	
<p>2–3</p> <p><i>Describes with some relevance</i></p>	<p>Awareness of one or two factors influencing data – likely to be broad in focus</p> <p>Some limited attempt to analyse audience/purpose/genre/context</p> <p>Some supported points</p>	
<p>1</p> <p><i>Paraphrases</i></p>	<p>Little or no attempt to explore issues of audience/purpose/genre/context</p> <p>Superficial/generalised response to the data</p> <p>Likely to paraphrase/summarise</p>	
<p>0</p> <p><i>Shows no knowledge</i></p>	<p>Nothing written</p> <p>Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 2	AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression	Texts C and D Graphology: <ul style="list-style-type: none"> handwriting punctuation titles/layout. Orthography: <ul style="list-style-type: none"> letters (formation) spelling choices. Grammar: <ul style="list-style-type: none"> variation in sentence types and functions for different effects past tense. Lexis/semantics: <ul style="list-style-type: none"> emotive adjectives pantomime/theatre lexis and lexis specific to Shrewsbury visit positive lexis verb variation personal pronoun choices. Discourse: <ul style="list-style-type: none"> chronological structure mixture of recount features and speech. Register: <ul style="list-style-type: none"> choices suited to context and relationship with the reader. 		AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	These could include references to: <ul style="list-style-type: none"> representation writing/spelling stages teaching strategies recount genre self-correction and teacher correction formality assessment shaped nature of task.
22–24 <i>Evaluates systematically</i> <i>(writes fluently)</i>	Systematic & evaluative exploration of data using linguistic methods Accurate & perceptive linguistic knowledge Appropriate, controlled & accurate expression		15–16 <i>Synthesises</i>	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding 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 & accurate linguistic knowledge Controlled & accurate expression		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	
10–15 <i>Begins to analyse</i> <i>(writes competently)</i>	Applies & explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication		7–10 <i>Begins to make links</i>	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	
4–9 <i>Describes with some relevance</i> <i>(writes adequately)</i>	Basic linguistic methods applied, but not convincing Limited linguistic knowledge & understanding Inconsistent clarity & accuracy in communication		3–6 <i>Describes with some relevance</i>	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal examples	

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

Marks	Skills Descriptors	Contents Descriptors
	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language	Discussion of some of the following effects on language of:
<p>8</p> <p><i>Evaluates systematically</i></p>	<p>Perceptive and insightful exploration of contextual factors</p> <p>Analytical and systematic interpretation of contextual factors in the light of language features</p> <p>Integrated and helpful use of the data to support interpretation</p>	<ul style="list-style-type: none"> • school/classroom context • purpose of recall activity • awareness of writing for audience and purpose
<p>6–7</p> <p><i>Analyses</i></p>	<p>Clear understanding of a range of contextual factors</p> <p>Sound analysis & engagement with contextual factors in the light of language features</p> <p>Fully supported interpretations</p>	<ul style="list-style-type: none"> • useful speculation about age/gender • children’s awareness of the tasks’ objectives and assessment context.
<p>4–5</p> <p><i>Begins to analyse</i></p>	<p>Some consideration and understanding of contextual factors</p> <p>Some awareness of the link between language features & context</p> <p>Ideas generally supported</p>	
<p>2–3</p> <p><i>Describes with some relevance</i></p>	<p>Awareness of one or two factors influencing data – likely to be broad in focus</p> <p>Some limited attempt to analyse audience/purpose/genre/context</p> <p>Some supported points</p>	
<p>1</p> <p><i>Paraphrases</i></p>	<p>Little or no attempt to explore issues of audience/purpose/genre/context</p> <p>Superficial/generalised response to the data</p> <p>Likely to paraphrase/summarise</p>	
<p>0</p> <p><i>Shows no knowledge</i></p>	<p>Nothing written</p> <p>Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 3	AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression	Analysis of features in Texts E-G could include: Graphology: <ul style="list-style-type: none"> • underlining/crossings out/corrections • punctuation (capitalisation, contractions etc). Orthography: <ul style="list-style-type: none"> • spelling. Discourse: <ul style="list-style-type: none"> • structural choices typical of genre. Lexis/Semantics: <ul style="list-style-type: none"> • examples of lexical and semantic change • mode of address • polite lexical choices • direct address • formulaic salutations/signoffs • persuasive lexis • emotive lexis • formal and idiomatic lexis. Grammar: <ul style="list-style-type: none"> • modality • non-standard English • syntax/sentence complexity • declarative/tense. 		AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	These could include references to: <ul style="list-style-type: none"> • gender theories • power theories • technology concepts • genre features • representation of women and children • standardisation • politeness/face • prescriptive/descriptive debates • processes of language change • formality.
22–24 <i>Evaluates systematically</i> <i>(writes fluently)</i>	Systematic & evaluative exploration of data using linguistic methods Accurate & perceptive linguistic knowledge Appropriate, controlled & accurate expression		15–16 <i>Synthesises</i>	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding 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 & accurate linguistic knowledge Controlled & accurate expression		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	
10–15 <i>Begins to analyse</i> <i>(writes competently)</i>	Applies & explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication		7–10 <i>Begins to make links</i>	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	
4–9 <i>Describes with some relevance</i> <i>(writes adequately)</i>	Basic linguistic methods applied, but not convincing Limited linguistic knowledge & understanding Inconsistent clarity & accuracy in communication		3–6 <i>Describes with some relevance</i>	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal examples	

<p>1–3 <i>Paraphrases</i> <i>(writes without clarity)</i></p>	<p>Rudimentary linguistic knowledge Linguistic methods applied inaccurately or not at all Lapses in written communication</p>	<p>Pragmatics:</p> <ul style="list-style-type: none"> • politeness features • lexical choices for requests • implied meanings for underlining specific phrases. 	<p>1–2 <i>Repeats without insight</i></p>	<p>Elementary understanding of language concepts and use More knowledge than relevance shown Occasional reference to language concept, but likely to be misunderstood</p>	
<p>0 <i>Shows no knowledge</i> <i>(writes incoherently)</i></p>	<p>Nothing written Unintelligible</p>		<p>0 <i>Shows no knowledge</i></p>	<p>Nothing written Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors
	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language	Discussion of some of the following effects on language of:
<p>8</p> <p><i>Evaluates systematically</i></p>	<p>Perceptive and insightful exploration of contextual factors</p> <p>Analytical and systematic interpretation of contextual factors in the light of language features</p> <p>Integrated and helpful use of the data to support interpretation</p>	<ul style="list-style-type: none"> • private correspondence • purpose of letters to seek financial help/persuasion • roles of the participants, eg responsibilities of the landowners
<p>6-7</p> <p><i>Analyses</i></p>	<p>Clear understanding of a range of contextual factors</p> <p>Sound analysis & engagement with contextual factors in the light of language features</p> <p>Fully supported interpretations</p>	<ul style="list-style-type: none"> • role of the writer.
<p>4-5</p> <p><i>Begins to analyse</i></p>	<p>Some consideration and understanding of contextual factors</p> <p>Some awareness of the link between language features & context</p> <p>Ideas generally supported</p>	
<p>2-3</p> <p><i>Describes with some relevance</i></p>	<p>Awareness of one or two factors influencing data – likely to be broad in focus</p> <p>Some limited attempt to analyse audience/purpose/genre/context</p> <p>Some supported points</p>	
<p>1</p> <p><i>Paraphrases</i></p>	<p>Little or no attempt to explore issues of audience/purpose/genre/context</p> <p>Superficial/generalised response to the data</p> <p>Likely to paraphrase/summarise</p>	
<p>0</p> <p><i>Shows no knowledge</i></p>	<p>Nothing written</p> <p>Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 4	AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression	Text H Graphology: <ul style="list-style-type: none"> images; fonts; text boxes; italics. Lexis/Semantics: <ul style="list-style-type: none"> examples of lexical and semantic change noun phrases/choice of adjectives field specific lexis repetition of company name. Grammar: <ul style="list-style-type: none"> present tense declarative mood lists. Text I Graphology: <ul style="list-style-type: none"> logo; uppercase/lowercase variation; font choices; use of hand-drawn pictures. Lexis/Semantics: <ul style="list-style-type: none"> examples of lexical and semantic change semantic field of home and family lexical repetition. Grammar: <ul style="list-style-type: none"> present tense declarative mood minor and simple sentences. 		AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	These could include references to: <ul style="list-style-type: none"> technology power advertising genre informalisation representation processes of language change mode/multi-modality.
22–24 <i>Evaluates systematically</i> <i>(writes fluently)</i>	Systematic & evaluative exploration of data using linguistic methods Accurate & perceptive linguistic knowledge Appropriate, controlled & accurate expression		15–16 <i>Synthesises</i>	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding 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 & accurate linguistic knowledge Controlled & accurate expression		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	
10–15 <i>Begins to analyse</i> <i>(writes competently)</i>	Applies & explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication		7–10 <i>Begins to make links</i>	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	
4–9 <i>Describes with some relevance</i> <i>(writes adequately)</i>	Basic linguistic methods applied, but not convincing Limited linguistic knowledge & understanding Inconsistent clarity & accuracy in communication		3–6 <i>Describes with some relevance</i>	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal examples	

<p>1–3</p> <p><i>Paraphrases</i></p> <p><i>(writes without clarity)</i></p>	<p>Rudimentary linguistic knowledge Linguistic methods applied inaccurate or not at all Lapses in written communication</p>	<p>Discourse:</p> <ul style="list-style-type: none"> narrative/diary structure. 	<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
	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	
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	Discussion of some of the following effects on language of: <ul style="list-style-type: none"> • advertising purpose • organisation as text producers • implied family audience • technology • social attitudes/lifestyles.
6–7 <i>Analyses</i>	Clear understanding of a range of contextual factors Sound analysis & engagement with contextual factors in the light of language features Fully supported interpretations	
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	
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	
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	