



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

English Language B

ENGB3

(Specification 2705)

Unit 3: Developing Language

Final

Mark Scheme

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

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

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

Marks	Skills Descriptors	Further Details	Contents Descriptors
<p>QUESTION 1 AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression</p>		<p>Tests candidates' ability to identify language features and communicate clearly and accurately</p>	<p><u>Text A:</u></p> <p>Lexis: use of nouns (toys); colloquial choices, features of simplified 'baby talk' ('wakey'); lexis associated with activities and her bedroom</p>
<p>22-24</p> <p>Evaluates systematically</p>	<p>Systematic & evaluative exploration of data using linguistic methods</p> <p>Accurate & perceptive linguistic knowledge</p> <p>Appropriate, controlled & accurate expression</p>	<p>Covers data in detail, showing awareness of salient features</p> <p>Selects a range of linguistic methods, structured effectively to show understanding</p> <p>Sees patterns and clusters examples, exploring their significance</p> <p>Applies terms correctly and with technical precision</p> <p>Communicates ideas fluently</p>	<p>Discourse: non-fluency features incl. false starts, pauses to simulate turn-taking and spontaneous speech; deixis</p> <p>Grammar: non-standard use ('I be'); negative and question formation; use of declaratives, imperatives</p>
<p>16-21</p> <p>Analyses</p>	<p>Uses linguistic methods in a systematic way</p> <p>Appropriate & accurate linguistic knowledge</p> <p>Controlled & accurate expression</p>	<p>Covers data in detail</p> <p>Selects linguistic methods relevantly, with clear structuring</p> <p>Sees patterns and clusters examples, discussing choices sensibly to show understanding (more consistency/ development/ selection shown at the top of the band)</p> <p>Applies terms correctly and with consistent accuracy</p> <p>Communicates ideas clearly</p>	<p>Phonology: prosodic features – used to create toy's and father's voices, elongation and stress of words and tunes; substitution</p> <p>Pragmatics: use of phatic talk and awareness of discourse conventions for different contexts/scenarios</p>

<p>10-15</p> <p>Begins to analyse</p>	<p>Applies & explores some linguistic methods</p> <p>Some appropriate linguistic knowledge</p> <p>Generally accurate written communication</p>	<p>Covers some aspects of the data, but not engaging with trends in the data</p> <p>Selects from linguistic methods, some more relevantly and/or developed than others</p> <p>Uses exemplification to support points and labels features with some accuracy</p> <p>Discusses relevant features superficially</p> <p>Writes clearly with some lapses</p>	<p><u>Text B:</u></p> <p>Jan’s language: Politeness Prosodic choices – intonation, sing song voice Praise - ‘good girl’ Interrogatives – open and closed questions Repetition Tag questions</p>
<p>4-9</p> <p>Describes with some relevance</p>	<p>Basic linguistic methods applied, but not convincing</p> <p>Limited linguistic knowledge & understanding</p> <p>Inconsistent clarity & accuracy in communication</p>	<p>Covers some isolated features of the data</p> <p>Selects from linguistic methods, but with limited understanding or development</p> <p>Uses generalised or imprecise language labels and exemplification may not add to the discussion of the data</p> <p>Describes or paraphrases content</p> <p>Shows limited clarity in writing</p>	<p>Leila’s language: Phonology: elongation, stress; substitution; deletion; adoption of voices</p> <p>Grammar: accurate/non-standard constructions; range of sentence functions</p> <p>Discourse: turn-taking; topic shifts</p>
<p>1-3</p> <p>Paraphrases</p>	<p>Rudimentary linguistic knowledge</p> <p>Linguistic methods applied inaccurately or not at all</p> <p>Lapses in written communication</p>	<p>Covers little of the data</p> <p>Selects few, if any, language features/methods</p> <p>Writes briefly with little understanding</p> <p>Shows very little clarity</p>	<p>Lexis: repeated phrases; range of lexical choices</p>
<p>0</p> <p>Shows no knowledge</p>	<p>Nothing written</p> <p>Unintelligible</p>		

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 1 AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches		Test candidates' ability to select and evaluate ideas from language study to relate them to the data	Theories and concepts may be used to challenge as well as support evidence from the texts: <ul style="list-style-type: none"> • Social interactionism
15-16 Synthesises	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	Selects concepts/issues critically Develops discussion of concepts tentatively, seeing supports and challenges to concepts in light of data Connects a range of concepts to examples from the data with subtlety Integrates concepts, analysis of language methods and/or contextual factors	<ul style="list-style-type: none"> • Child-directed speech • Play • Socialisation • Cognitive approaches • Reinforcement / behaviourism • Language functions
11-14 Explores relevantly	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	Selects appropriate concepts showing understanding Develops discussion helpfully Applies a range of concepts to examples from the data relevantly Links concepts with analysis of language methods and/or contextual factors	<ul style="list-style-type: none"> • Stages of development • Gender • Power • Identity • Politeness / Face /Accommodation

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

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 1 AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language		Tests candidates' ability to understand the complexity of context as multi-layered e.g. immediate relationships, places and times and the larger culture that surrounds them	Discussion of roles, routines, relationships and setting could include: <u>Text A:</u>
8 Evaluates systematically	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of contextual factors in the light of language features Integrated and helpful use of the data to support interpretation	Interprets using effective selection of different contextual factors Offers tentative interpretations / recognises complexity of contexts Relates contextual factors consistently to language features, offering developed comment	<ul style="list-style-type: none"> • Interactivity with the toys • Use of different voices • Construction of identities • Performance to imagined audience • Purposes - entertainment / developing sense of self • Located in bedroom with access to toys • Confined by room • Use of environment and experiences to construct role play • Own bedroom • Age • Sleep/rest time - routine
6-7 Analyses	Clear understanding of a range of contextual factors Sound analysis & engagement with contextual factors in the light of language features Fully supported interpretations	Identifies and explores a sensible selection of different contextual factors Engages with contextual factors in sustained discussion Links contextual factors to relevant examples from the data	<u>Text B:</u> <ul style="list-style-type: none"> • At grandmother's house – familiar place • With adult possibly not used to • In garden • Undertaking an activity • Interactional purpose

<p>4-5 Begins to analyse</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>Identifies and discusses some contextual factors, some more relevantly</p> <p>Offers straightforward interpretations of contextual factors</p> <p>Links contextual factors to language features, although not consistently across response</p>	
<p>2-3 Describes with some relevance</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>Selects contextual factors that are very generalised</p> <p>Identifies factors but these are undeveloped or briefly referenced</p> <p>Makes few links to language features / lacks convincing data relevance</p>	
<p>1 Paraphrases</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>Repeats contextual information from question rubric</p> <p>Makes very general, and possibly unfounded, observations on contextual factors</p> <p>Links to data are not in evidence</p>	
<p>0 Shows no knowledge</p>	<p>Nothing written</p> <p>Unintelligible</p>		

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 2 AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression		Tests candidates' ability to identify language features and communicate clearly and accurately	<u>Text C:</u> Graphology: underlining; images; text boxes
22-24 Evaluates systematically	Systematic & evaluative exploration of data using linguistic methods Accurate & perceptive linguistic knowledge Appropriate, controlled & accurate expression	Covers data in detail, showing awareness of salient features Selects a range of linguistic methods, structured effectively to show understanding Sees patterns and clusters examples, exploring their significance Applies terms correctly and with technical precision Communicates ideas fluently	Grammar: range of sentence types – simple, compound, complex; declaratives and exclamatories; listing Lexis: simple adjectives ('big'); colloquial choices ('dad'); repetition Phonology: onomatopoeia <u>Text D:</u>
16-21 Analyses	Uses linguistic methods in a systematic way Appropriate & accurate linguistic knowledge Controlled & accurate expression	Covers data in detail Selects linguistic methods relevantly, with clear structuring Sees patterns and clusters examples, discussing choices sensibly to show understanding (more consistency/ development/ selection shown at the top of the band) Applies terms correctly and with consistent accuracy Communicates ideas clearly	Graphology: handwriting; punctuation choices and omissions; lineation/orientation; spacing; teacher's stamp Orthography: letters (formation); spelling choices Grammar: variation in sentence types; use of past tense

<p>10-15</p> <p>Begins to analyse</p>	<p>Applies & explores some linguistic methods</p> <p>Some appropriate linguistic knowledge</p> <p>Generally accurate written communication</p>	<p>Covers some aspects of the data, but not engaging with trends in the data</p> <p>Selects from linguistic methods, some more relevantly and/or developed than others</p> <p>Uses exemplification to support points and labels features with some accuracy</p> <p>Discusses relevant features superficially</p> <p>Writes clearly with some lapses</p>	<p>Lexis/semantics: field specific to visit/mill</p> <p>Discourse: order of description; use of third person, first person plural and representation of speech</p>
<p>4-9</p> <p>Describes with some relevance</p>	<p>Basic linguistic methods applied, but not convincing</p> <p>Limited linguistic knowledge & understanding</p> <p>Inconsistent clarity & accuracy in communication</p>	<p>Covers some isolated features of the data</p> <p>Selects from linguistic methods, but with limited understanding or development</p> <p>Uses generalised or imprecise language labels and exemplification may not add to the discussion of the data</p> <p>Describes or paraphrases content</p> <p>Shows limited clarity in writing</p>	
<p>1-3</p> <p>Paraphrases</p>	<p>Rudimentary linguistic knowledge</p> <p>Linguistic methods applied inaccurately or not at all</p> <p>Lapses in written communication</p>	<p>Covers little of the data</p> <p>Selects few, if any, language features/methods</p> <p>Writes briefly with little understanding</p> <p>Shows very little clarity</p>	
<p>0</p> <p>Shows no knowledge</p>	<p>Nothing written</p> <p>Unintelligible</p>		

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 2 AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches		Tests candidates' ability to select and evaluate ideas from language study and to relate them to the data	Theories and concepts may be used to challenge as well as support evidence from the texts:
15-16 Synthesises	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	Selects concepts/issues critically Develops discussion of concepts tentatively, seeing supports and challenges to concepts in light of data Connects a range of concepts to examples from the data with subtlety Integrates concepts, analysis of language methods and/or contextual factors	<ul style="list-style-type: none"> • genre: conventions of reports / information leaflets • spelling stages • types of children's spelling strategies • theories associated with teacher correction
11-14 Explores relevantly	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	Selects appropriate concepts showing understanding Develops discussion helpfully Applies a range of concepts to examples from the data relevantly Links concepts with analysis of language methods and/or contextual factors	<ul style="list-style-type: none"> • national literacy strategies / teaching strategies • multimodality • stages of development / literacy concepts

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

Marks	Skills Descriptors	Further Details	Contents Descriptors
<p>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</p>		<p>Tests candidates' ability to understand the complexity of context as multi-layered e.g. immediate relationships, places and times and the larger culture that surrounds them</p>	<p>Discussion of the effects on language of some of the following: <u>Text C:</u></p>
<p>8 Evaluates systematically</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>	<p>Interprets using effective selection of different contextual factors</p> <p>Offers tentative interpretations / recognises complexity of contexts</p> <p>Relates contextual factors consistently to language features, offering developed comment</p>	<p>Purpose: inform, prepare for trip, teaching tool</p> <p>Audience: primary school children visiting mill</p> <p>Situation: use in classroom prior to trip</p> <p>Text Producer: teacher</p> <p>Historical context of topic</p>
<p>6-7 Analyses</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>	<p>Identifies and explores a sensible selection of different contextual factors</p> <p>Engages with contextual factors in sustained discussion</p> <p>Links contextual factors to relevant examples from the data</p>	<p><u>Text D:</u></p> <p>Setting: classroom</p> <p>Relationships: child and teacher</p> <p>Routines: classroom practice to recount trip</p>

<p>4-5 Begins to analyse</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>Identifies and discusses some contextual factors, some more relevantly</p> <p>Offers straightforward interpretations of contextual factors</p> <p>Links contextual factors to language features, although not consistently across response</p>	<p>Activity: undertaken by all children in class; purpose to show understanding of trip</p> <p>Role of teacher: teach literacy, give feedback, support learning</p> <p>Age: child</p>
<p>2-3 Describes with some relevance</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>Selects contextual factors that are very generalised</p> <p>Identifies factors but these are undeveloped or briefly referenced</p> <p>Makes few links to language features / lacks convincing data relevance</p>	<p>Purpose: inform, recount</p>
<p>1 Paraphrases</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>Repeats contextual information from question rubric</p> <p>Makes very general, and possibly unfounded, observations on contextual factors</p> <p>Links to data are not in evidence</p>	
<p>0 Shows no knowledge</p>	<p>Nothing written</p> <p>Unintelligible</p>		

Marks	Skills Descriptors	Further Details	Contents Descriptors
<p>QUESTION 3 AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression</p>		<p>Tests candidates' ability to identify language features and communicate clearly and accurately</p>	<p><u>Text E:</u></p> <p>Grammar: past tense, irregular tense use ('beat'); adverbials, non-standard conjunctions ('but'); sentence types (compound-complex etc.); declaratives</p> <p>Lexis/semantics: military lexis; changing use of words ('repairing', 'horrid', 'execute', 'affair', 'outrageous', 'suffered'); archaic lexis ('nay', 'parleying'); taboo lexis</p> <p>Discourse: narrative features, direct and reported speech, chronological account</p> <p>Orthography: capital letters, long s, punctuation (e.g. dashes to show omission, direct speech etc.)</p> <p>Evidence of speaker's tone – humble, defensive, justifying, narrative style</p>
<p>22-24</p> <p>Evaluates systematically</p>	<p>Systematic & evaluative exploration of data using linguistic methods</p> <p>Accurate & perceptive linguistic knowledge</p> <p>Appropriate, controlled & accurate expression</p>	<p>Covers data in detail, showing awareness of salient features</p> <p>Selects a range of linguistic methods, structured effectively to show understanding</p> <p>Sees patterns and clusters examples, exploring their significance</p> <p>Applies terms correctly and with technical precision</p> <p>Communicates ideas fluently</p>	
<p>16-21</p> <p>Analyses</p>	<p>Uses linguistic methods in a systematic way</p> <p>Appropriate & accurate linguistic knowledge</p> <p>Controlled & accurate expression</p>	<p>Covers data in detail</p> <p>Selects linguistic methods relevantly, with clear structuring</p> <p>Sees patterns and clusters examples, discussing choices sensibly to show understanding (more consistency/ development/ selection shown at the top of the band)</p> <p>Applies terms correctly and with consistent accuracy</p> <p>Communicates ideas clearly</p>	

<p>10-15</p> <p>Begins to analyse</p>	<p>Applies & explores some linguistic methods</p> <p>Some appropriate linguistic knowledge</p> <p>Generally accurate written communication</p>	<p>Covers some aspects of the data, but not engaging with trends in the data</p> <p>Selects from linguistic methods, some more relevantly and/or developed than others</p> <p>Uses exemplification to support points and labels features with some accuracy</p> <p>Discusses relevant features superficially</p> <p>Writes clearly with some lapses</p>	
<p>4-9</p> <p>Describes with some relevance</p>	<p>Basic linguistic methods applied, but not convincing</p> <p>Limited linguistic knowledge & understanding</p> <p>Inconsistent clarity & accuracy in communication</p>	<p>Covers some isolated features of the data</p> <p>Selects from linguistic methods, but with limited understanding or development</p> <p>Uses generalised or imprecise language labels and exemplification may not add to the discussion of the data</p> <p>Describes or paraphrases content</p> <p>Shows limited clarity in writing</p>	
<p>1-3</p> <p>Paraphrases</p>	<p>Rudimentary linguistic knowledge</p> <p>Linguistic methods applied inaccurately or not at all</p> <p>Lapses in written communication</p>	<p>Covers little of the data</p> <p>Selects few, if any, language features/methods</p> <p>Writes briefly with little understanding</p> <p>Shows very little clarity</p>	
<p>0</p> <p>Shows no knowledge</p>	<p>Nothing written</p> <p>Unintelligible</p>		

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 3 AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches		Tests candidates' ability to select and evaluate ideas from language study and to relate them to the data	Theories and concepts may be used to challenge as well as support evidence from the texts:
15-16 Synthesises	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding and topic Explores a range of judicious examples	Selects concepts/issues critically Develops discussion of concepts tentatively, seeing supports and challenges to concepts in light of data Connects a range of concepts to examples from the data with subtlety Integrates concepts, analysis of language methods and/or contextual factors	<ul style="list-style-type: none"> • Lexical and semantic change processes • Standardisation and its effects on English • Genre conventions of court testimony • Representation of soldiers / rioters
11-14 Explores relevantly	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	Selects appropriate concepts showing understanding Develops discussion helpfully Applies a range of concepts to examples from the data relevantly Links concepts with analysis of language methods and/or contextual factors	<ul style="list-style-type: none"> • Mode: spoken / written • Power • Gender

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

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 3 AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language		Tests candidates' ability to understand the complexity of context as multi-layered e.g. immediate relationships, places and times and the larger culture that surrounds them	Discussion of audience, purpose, contexts of reception, production, use, social contexts could include:
8 Evaluates systematically	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of contextual factors in the light of language features Integrated and helpful use of the data to support interpretation	Interprets using effective selection of different contextual factors Offers tentative interpretations / recognises complexity of contexts Relates contextual factors consistently to language features, offering developed comment	<ul style="list-style-type: none"> • Oral testimony written down • Testimony of accused • Context of production - courtroom/legal setting • Context of reception – newspaper • British speaker • Role as soldier of occupying force • American setting
6-7 Analyses	Clear understanding of a range of contextual factors Sound analysis & engagement with contextual factors in the light of language features Fully supported interpretations	Identifies and explores a sensible selection of different contextual factors Engages with contextual factors in sustained discussion Links contextual factors to relevant examples from the data	<ul style="list-style-type: none"> • Purposes – personal defence, inform, persuade

<p>4-5 Begins to analyse</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>Identifies and discusses some contextual factors, some more relevantly</p> <p>Offers straightforward interpretations of contextual factors</p> <p>Links contextual factors to language features, although not consistently across response</p>	
<p>2-3 Describes with some relevance</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>Selects contextual factors that are very generalised</p> <p>Identifies factors but these are undeveloped or briefly referenced</p> <p>Makes few links to language features / lacks convincing data relevance</p>	
<p>1 Paraphrases</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>Repeats contextual information from question rubric</p> <p>Makes very general, and possibly unfounded, observations on contextual factors</p> <p>Links to data are not in evidence</p>	
<p>0 Shows no knowledge</p>	<p>Nothing written Unintelligible</p>		

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 4 AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate written expression		Test candidates' ability to identify language features and communicate clearly and accurately	<u>Text F:</u> Field specific lexis of education and learning/educational register ('HMI' etc): archaic lexical choices ('e.g. 'thus', 'gramophones', 'bazaar'); changing semantics ('mistress'); formal choices; terms of address ('head mistress', 'Sir Roger Curtis'); positive adjectives; abstract nouns Grammar: complex sentences; declaratives; present tense; modification typical of praise/feedback (use of adjectives)
22-24 Evaluates systematically	Systematic & evaluative exploration of data using linguistic methods Accurate & perceptive linguistic knowledge Appropriate, controlled & accurate expression	Covers data in detail, showing awareness of salient features Selects a range of linguistic methods, structured effectively to show understanding Sees patterns and clusters examples, exploring their significance Applies terms correctly and with technical precision Communicates ideas fluently	
16-21 Analyses	Uses linguistic methods in a systematic way Appropriate & accurate linguistic knowledge Controlled & accurate expression	Covers data in detail Selects linguistic methods relevantly, with clear structuring Sees patterns and clusters examples, discussing choices sensibly to show understanding (more consistency/ development/ selection shown at the top of the band) Applies terms correctly and with consistent accuracy Communicates ideas clearly	Orthography: use of '&' Pragmatics: inferences from value placed upon certain learning activities (e.g. 'recitation')

<p>10-15</p> <p>Begins to analyse</p>	<p>Applies & explores some linguistic methods</p> <p>Some appropriate linguistic knowledge</p> <p>Generally accurate written communication</p>	<p>Covers some aspects of the data, but not engaging with trends in the data</p> <p>Selects from linguistic methods, some more relevantly and/or developed than others</p> <p>Uses exemplification to support points and labels features with some accuracy</p> <p>Discusses relevant features superficially</p> <p>Writes clearly with some lapses</p>	<p><u>Text G:</u></p> <p>Field specific lexis of education and learning/educational register: formal choices; evaluative adjectives; adverbs</p> <p>Grammar: present tense; declaratives; sentence complexity; rhetorical devices (listing, tripling etc)</p> <p>Discourse: direct speech</p> <p>Pragmatics: relationship between head teacher/ school teacher and staff, students and parents; implied healthy focus ('Fruity Friday' and 'Walking Wednesday')</p>
<p>4-9</p> <p>Describes with some relevance</p>	<p>Basic linguistic methods applied, but not convincing</p> <p>Limited linguistic knowledge & understanding</p> <p>Inconsistent clarity & accuracy in communication</p>	<p>Covers some isolated features of the data</p> <p>Selects from linguistic methods, but with limited understanding or development</p> <p>Uses generalised or imprecise language labels and exemplification may not add to the discussion of the data</p> <p>Describes or paraphrases content</p> <p>Shows limited clarity in writing</p>	
<p>1-3</p> <p>Paraphrases</p>	<p>Rudimentary linguistic knowledge</p> <p>Linguistic methods applied inaccurately or not at all</p> <p>Lapses in written communication</p>	<p>Covers little of the data</p> <p>Selects few, if any, language features/methods</p> <p>Writes briefly with little understanding</p> <p>Shows very little clarity</p>	
<p>0</p> <p>Shows no knowledge</p>	<p>Nothing written</p> <p>Unintelligible</p>		

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 4 AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches		Test candidates' ability to select and evaluate ideas from language study and to relate them to the data	Theories and concepts may be used to challenge as well as support evidence from the texts: <ul style="list-style-type: none"> Processes of language change (lexical/semantic change types) Attitudes to English Language, including prescriptivism Genre conventions of diaries/reports Representation of teachers/schools Informalisation Colloquialisation Gender Power Technology – affordances and constraints
15-16 Synthesises	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	Selects concepts/issues critically Develops discussion of concepts tentatively, seeing supports and challenges to concepts in light of data Connects a range of concepts to examples from the data with subtlety Integrates concepts, analysis of language methods and/or contextual factors	
11-14 Explores relevantly	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	Selects appropriate concepts showing understanding Develops discussion helpfully Applies a range of concepts to examples from the data relevantly Links concepts with analysis of language methods and/or contextual factors	

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

Marks	Skills Descriptors	Further Details	Contents Descriptors
QUESTION 4 AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language		Tests candidates' ability to understand the complexity of context as multi-layered e.g. immediate relationships, places and times and the larger culture that surrounds them	Discussion of audience, purpose, contexts of reception, production, use, social contexts could include:
8 Evaluates systematically	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of contextual factors in the light of language features Integrated and helpful use of the data to support interpretation	Interprets using effective selection of different contextual factors Offers tentative interpretations / recognises complexity of contexts Relates contextual factors consistently to language features, offering developed comment	<ul style="list-style-type: none"> • Roles of teachers, heads, inspectors, students and parents. • Relationships between writer and intended audiences • Public nature of texts • Different audiences • Purposes – inspect, inform, log, advise etc.
6-7 Analyses	Clear understanding of a range of contextual factors Sound analysis & engagement with contextual factors in the light of language features Fully supported interpretations	Identifies and explores a sensible selection of different contextual factors Engages with contextual factors in sustained discussion Links contextual factors to relevant examples from the data	<ul style="list-style-type: none"> • Social change: topics of lessons/lectures/ activities of students • Changing (or constant) nature of schooling in 20th century

<p>4-5 Begins to analyse</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>Identifies and discusses some contextual factors, some more relevantly</p> <p>Offers straightforward interpretations of contextual factors</p> <p>Links contextual factors to language features, although not consistently across response</p>	
<p>2-3 Describes with some relevance</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>Selects contextual factors that are very generalised</p> <p>Identifies factors but these are undeveloped or briefly referenced</p> <p>Makes few links to language features / lacks convincing data relevance</p>	
<p>1 Paraphrases</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>Repeats contextual information from question rubric</p> <p>Makes very general, and possibly unfounded, observations on contextual factors</p> <p>Links to data are not in evidence</p>	
<p>0 Shows no knowledge</p>	<p>Nothing written</p> <p>Unintelligible</p>		