AQA

AS

English Language (Specification B)

ENGB1 Categorising Texts
Mark scheme

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

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

Further copies of this mark scheme are available from aqa.org.uk.

ENGB1 Principles of Marking

Read and follow the instructions below during the marking period:

- read your examiner standardisation and marking information closely before the exam – it is in your library on the AQA extranet
- on the day of the exam, read and digest the exam paper and mark scheme
- always mark POSITIVELY – we are looking for what students know and can do - not searching for error
- be careful and objective when assessing scripts – your marking will be seen by Team Leaders, Principal Examiner, Chief Examiner, teachers, students and parents.

Mark CONFIDENTIALLY:
- do not mark in public and do not discuss marking with anyone other than senior examiners or AQA staff
- we need to maintain public confidence in what we are doing so to be professional and rigorous is vitally important.

Mark CLEARLY:
- annotate each answer using all the guidance given on the Model Marked Script (MMS) and the standardisation scripts
- use words/abbreviations rather than just assessment objectives (AOs) in your marginal annotations so we can see precisely why a student has earned credit – see MMS
- on the last page write a processed comment for each AO after flicking back to review your ticks and marginal annotations. Put a mark for each AO in the right hand margin and circle the total for each question – see MMS
- your summative comments must be processed for that particular script; do not just copy phrases from the mark scheme but identify particular features of positive achievement for that response – see standardising scripts/MMS
- don't be rude or sarcastic – remember your potential audiences!

Mark CONSISTENTLY:
- read the standardising scripts regularly to ensure you are adhering to the same standard throughout the marking period
- refer to the standardising scripts in your comments – for example 'stronger than S2 on context' 'slightly less insightful than S5 when linking AO1 to AO3'
- the last script you mark must be given as much attention as the

  first.

Now some more specific guidance for this particular paper:

Task 1

Assessment objectives

AO1 – use of language methods/clear communication – 16 marks
AO2 – range and discussion of grouping choices – 16 marks
AO3 – contextual awareness – 16 marks

- be open-minded to the range of approaches taken by students
- schools and colleges are guided by the specification to start by thinking about audience, purpose, genre and language features as potential areas for grouping – all are acceptable
- 'range' of groupings is more about variety than quantity
- Quality of discussion will dictate where on the assessment grid you place an answer NOT the number of groupings discussed
- Further guidance will be given in the commentaries for the standardising scripts and from Team Leader.

Tasks 2, 3 and 4
Gender, Power and Technology

Assessment Objectives
AO2 – concepts and issues related to the topic – 16 marks
AO3i – contextual awareness – 16 marks
AO3ii – use of language methods – 16 marks

- think of AO2 in terms of the learned ideas, theories and concepts that students are using to interpret the data
- think of AO3i in terms of contextual awareness
- think of AO3ii in terms of the more specific linguistic methods that are identified and explored in relation to contextual factors
- as with Task 1, accept different approaches – some students use the data as a springboard from which to explore learned knowledge; others will complete a more systematic analysis of language features integrating theoretical ideas as they go
- students should choose one question from the three available – on the rare occasion that more than one is attempted mark all and reward the strongest
- further guidance will be given in the commentaries for the standardising scripts and from your Team Leader.

Section A – Text Varieties

	Skills descriptors	**Further details**	**Content descriptors**
AO1	**Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression**	**Tests students' ability to identify language features and communicate clearly and accurately**	**The following list of features is not exhaustive and there is no hierarchy of features**
15-16	**Systematic** and **evaluative** exploration of data using linguistic methods. **Accurate** and **perceptive** linguistic knowledge Appropriate, controlled and **accurate expression**	• selects most relevant language methods to explore texts • evaluates systematically • identifies features precisely and consistently • communicates ideas fluently	**A Fun on Wheels** • text design – simple title in italics – likely throughout book • discourse structure of introduction, three lists of items to spot and instructions to play • imperative • present tense in instructions • third person • first person singular plural at start • direct address at end • semantic fields of buildings, animals, vehicles, signs • lexical choices associated with a former time 'guard's van', 'grocer's', 'Swiss finishing school' • generic pronoun use – 'he' • concrete nouns • syntax for instructions **B Transcript Justine and Prentice** • dialogue
11-14	Uses linguistic methods in a **systematic** way. **Appropriate** and **accurate** linguistic knowledge Controlled and **accurate expression**	• chooses appropriate language methods to discuss texts • analyses systematically • identifies features accurately • communicates ideas clearly	

7-10	**Applies** and **explores** some linguistic methods **Some appropriate** linguistic knowledge **Moves beyond surface** **Generally accurate** written communication	• chooses some appropriate language methods • mixes analysis and description • identifies some features accurately • writes clearly with some lapses	• routine of introduction • minimal non-fluency • mixed formality • interactive • question answer discourse • monitoring features • first person • proper nouns – first names and places • some phonological ambiguity – Princess/Prentice and Justine and humour **C Heroes of Invention** • quirky colourful retro textual design • cartoons juxtaposed with photographic images • semiotics – photos, different scenes, surreal • pragmatic meaning implied by lightbulb • use of arrows in speech bubbles
3-6	**Some linguistic methods** applied, but **not convincing** **Limited** linguistic knowledge/understanding **Some clarity** and accuracy in communication	• shows some evidence of language study • describes with limited discussion • labels features vaguely/with limited accuracy • shows limited clarity	

1-2	Linguistic methods **applied inaccurately** or not at all **Rudimentary** linguistic knowledge **Lapses** in written communication	• shows very limited evidence of language study • describes inaccurately • lacks clarity	• varied font choices and capitalisation for names of inventors • represented childish register • first person in speech bubbles • semantic field of inventions • positive pre-modification • exclamatives in speech bubble • declarative mood in the main • clause structure • quote from Edison at top
0	Nothing written Unintelligible		**D Lost bag poster** • multi-modality • title in red and capitalised • letter discourse conventions excluding valediction – salutation addresses perpetrator of theft directly labelling him/her • paragraphed • direct address • synthetic personalisation • first person voice • politeness strategies before imperative • modal verb use • second person pronouns • sarcasm • imperatives • tense • adverbs of time • clause patterns • use of idiomatic expression in speech marks designed to

			engender guilt • mainly declarative mood • one question directed at thief • some hyperbole • intertextuality with lost pet posters • image **E Yeo Valley 'Yeogurt' packaging** • textual design – appropriate colour for strawberry flavour • image of strawberries surrounding heart with Yeo Valley Family Farm product name • deliberate homespun presentation • handwritten font • narrative voice: first person plural, informal, colloquial lexical choices • declarative mood in the main • interrogative • some imperatives • tense • deixis • lexical choices linked to fields of organic farming • repetition of 'organic' • some neologisms – Yeoganic/Yeogurt • semantic fields – English place names • positive pre-modification **F Daffadowndilly poem** • hand drawn image of daffodil

- title italicised
- poem shape
- personification
- neologism/dialect in title
- colours
- active verbs
- superlative
- syntactic parallelism
- adjectives
- sentence structure
- represented speech
- representation of daffodil as female
- rhyme

G The Beautiful Frock greeting card
- cartoon image of frock, shoes and handbag
- use of colour
- handwritten font choice
- capitalisation to suggest emphasis
- represented speech
- conversation between the anthropomorphised frock and the Lady/Man
- use of imperative from Frock
- list of three adjectives
- narrative point of view
- modal auxiliaries
- non-standard capitalisation
- playful intertextual reference to fairy tale genre

	Skills descriptors	Further details	Content descriptors
AO2	Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	Tests students' ability to use a range of ideas for making links between the data on the paper Be open minded to the range of approaches taken by students Quality of discussion will dictate where on the assessment grid you place an answer, NOT the number of groups discussed	Centres are guided by the specification to start thinking about the ideas listed below as a starting point for grouping texts – all are acceptable This is NOT a prescriptive list merely possibilities Be open-minded to a wider range of possibilities Suggestions below are NOT exhaustive, merely a guide
15-16	Conceptualised, tentative discussion of reasons for grouping texts Explores complexities of grouping choices	• chooses data-led links between texts • makes discerning selection of texts • explores reasons for groupings in detail • explores the complexities of task by differentiating within groups	Purpose • persuade • entertain • inform • instruct • interactional • multi-purpose • etc
11-14	Developed discussion of reasons for grouping Understanding of complexities shown	• chooses logical groups given the data • makes productive selection of texts • discusses reasons for groupings in detail • considers complexities of task by differentiating within groups	Audience • customers • young • public • adults • etc

7-10	**Mix of descriptive and analytical** discussion **Some awareness** of complex nature of grouping task	• chooses sensible group ideas • makes appropriate selection of texts • discusses groups in straightforward way • may point out some obvious differences	**Genre** • transcript • flyer • advert • etc **Formality** • informal • formal • mixed formality • etc
3-6	Often **descriptive** reasons given for choices **Limited** understanding of the task shown	• uses inflexible group ideas • makes unreflective selection of texts • describes or paraphrases texts • shows limited awareness of nature of task in that links made are routine and basic	**Mode** • rehearsed/planned • highly planned • spontaneous • multi-modal • etc
1-2	**Elementary** understanding of categorising language Possibly **lists texts** under group headings	• shows limited understanding of the task's requirement • makes unhelpful selection of texts • misunderstands texts • lists groups with limited discussion	**Representation** **Linguistic areas – see AO1 grid** **A** representation of writer as a knowledgeable and helpful parent/ representation of player as male/ representation of reader's world **B** speakers' roles as polite and considerate strangers/representation

| 0 | Nothing written Unintelligible | • very limited understanding of task • limited understanding of texts | of Belgium **C** positive representation of inventors/ representation of young people **D** writer's representation as both forgiving and blaming/representation of thief as inconsiderate/writer's self-representation **E** Yeo's identity as principled organic farmers/representation of product, Britishness and local identity **F** representation of flower/spring **G** representation of shopping culture/ representation of gender |

	Skills descriptors	Further details	Content 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	Tests students' awareness of contextual influences on language production and reception and ability to support assertions made	Discussion of grouping ideas should be linked to contextual factors. Reward developed ideas about effect of language choices in relation to purpose and audience
15-16	**Perceptive** and **insightful exploration** of contextual factors **Analytical** and **systematic** interpretation of factors and influence of language features **Integrated** and **helpful** use of the data to support interpretation	• makes links to contextual factors that are developed and illuminating • makes links to context systematically • embeds exemplification into the body of the response	**A Fun on Wheels** • crafted written • instruct/advise/entertain • family audiences in 1960s • context of use on journeys • interactive nature of text **B Transcript Justine and Prentice** • interactional • classroom activity • shared cultural knowledge • roles as students • participants who are not familiar
11-14	**Clear understanding** of a range of contextual factors **Sound analysis** and engagement with factors in light of language features **Fully supported** interpretations	• makes links regularly to specific contextual factors • makes clear links between language features and context • exemplifies consistently	**C Heroes of Invention** • crafted written/drawn • inform/entertain • dual audience – child/parent

7-10	**Some consideration** and understanding of contextual factors **Some awareness** of the link between language features and context **Generally supported** comment	• considers the context of the data • makes some links between language features and context • exemplifies but may lack consistency	• purposes to keep children occupied in restaurant • attitudes to invention **D Lost bag poster** • domestic production – home computer • dual audience – thief and local residents • persuade/inform/condemn • expressing feelings • location • time period
3-6	**Awareness of one or two factors** influencing data – likely to be **broad** in focus Some **limited attempt** to analyse audience/purpose/genre/context **Some illustrated points**	• makes broad and routine links to context • makes some attempt to mention audience and purpose • exemplifies inaccurately or rarely	**E Yeo Valley 'Yeogurt' packaging** • mass produced packaging • positive representation of Yeo Valley products and production • legal requirement to publish • different discourses: interactive, persuade, entertain • competing with other products on the supermarket shelves • wide audience
1-2	**Little or no attempt** to explore issues of audience/purpose/genre/ context **Superficial/generalised** response to the data Likely to **paraphrase/summarise**	• shows limited awareness of context • takes a broad/descriptive approach • describes what the data is about	**F Daffodowndilly** • crafted written

| 0 | Nothing written

Unintelligible | | entertain child audiences over time cultural artefact playful discourse **G The Beautiful Frock greeting card** crafted written entertain humour wide adult audience but card chosen with specific person in mind gender stereotypes competing with wide range of other greetings cards |

Section B – Language and Social Contexts

EITHER

2   Language and Gender

	Skills descriptors	Further details	Content descriptors
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**		
15-16	**Sensitive** understanding of a range of issues **Conceptualised, tentative** discussion of ideas surrounding topic **Integrated examples** from study which **illuminate** discussion	Critically evaluates relevant concepts Recognises that one particular area of language does not work in isolation Recognises complexities of representation (e.g. transcripts, stories)	stereotypes – met and challenged performance of gendered and occupational roles co-operative talk politeness ideas, concepts and strategies age/hierarchies difference, diversity, dominance, deficit theories power issues

11-14	**Clear understanding** of a **range** of language concepts and issues **Developed** discussion of ideas relating to concepts/issues related to topic **Explores** a range of well-selected examples	Uses the data as a starting point Selects the most relevant ideas and concepts from learned knowledge Recognises that AO2 can be challenged Begins to recognise that one particular area of language does not work in isolation	narrative structures functions of interaction relevant reference to male/female language studies and own research observations
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	Tries to fit learned knowledge to the data with partial success Selects some relevant ideas and concepts but may show more knowledge than relevance Links AO2 knowledge to features in the data, but may be tenuous or over-generalised Tends to use the data to 'prove' learned knowledge Considers the language area in isolation or as an absolute category	

3-6	**Limited** number of language concepts highlighted **Superficial** understanding shown Often **descriptive** and/or anecdotal in reference	Makes reference to learned knowledge but with limited relevance to the data Cites research and theory with limited accuracy Focuses on the data in a very limited way	
1-2	**Elementary** understanding of language concepts and use **More knowledge than relevance** shown Occasional reference to language concept, but likely to be **misunderstood**	Makes isolated reference to learned knowledge Paraphrases the data Misunderstands concepts and data	
0	Nothing written Unintelligible		

	Skills descriptors	Further details	Content descriptors
AO3i	**Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language**		
15-16	**Perceptive** and **insightful exploration** of contextual factors	Explores relevant contextual factors Recognises the complexities of context Explores the connections between different aspects of context	professional relationship – therapist/client roles functions of speech: phatic and transactional occupational context same sex (gendered roles) environment – relatively informal routines and purpose of beauty treatments topics – gendered and age related activities related to environment cultural concepts of beauty 'therapy' physical proximity attitudes to marriage and marriage practices
11-14	**Clear understanding** of a range of contextual factors	Identifies relevant contextual factors Analyses context Recognises some complexities of context	
7-10	**Some consideration** and understanding of contextual factors	Identifies obvious contextual factors Begins to analyse	
3-6	**Awareness of one or two factors** influencing data – likely to be **broad** in focus	Describes obvious context Demonstrates limited understanding of the bigger picture	
1-2	**Little or no attempt** to explore issues of audience/purpose/genre/context	Paraphrases the given context Demonstrates little understanding of context	
0	Nothing written Unintelligible		

	Skills descriptors	**Further details**	**Content descriptors**
AO3ii	**Knowledge of the key constituents of language**		
15-16	**Analytical** and **systematic** interpretation of factors and influence of language features **Integrated** and **helpful** use of the data to support interpretation	Selects salient language methods demonstrating understanding of complexities of data Clusters points to identify significant patterns of use Embeds exemplification into the body of analysis	discourse: Q/A markers, overlaps, interruptions, length of turns interrogatives topic initiation – shifts and control semantic fields use of first person singular and plural pronouns
11-14	**Sound analysis** and engagement with factors in the light of language features **Fully supported** interpretations	Selects relevant language methods Clusters points to identify patterns of use Exemplifies consistently Shows a consistent degree of accuracy	semantic fields – weddings, holidays, beauty politeness strategies features of speech, including: • repetition • fillers • self-correction • voiced and unvoiced pauses
7-10	**Some awareness** of the link between language features and context **Generally supported** comment	Selects some relevant language methods Begins to recognise some patterns of use Exemplifies but may lack a consistent approach Uses terminology with some accuracy	dialect use of colour terms adjectives response forms feedback

3-6	**Limited a**wareness of the link between language features and context **Some illustrated points**	Labels language features with partial relevance Takes a line-by-line or unsystematic approach Exemplifies inaccurately or rarely Uses generalised or imprecise terminology	
1-2	**Superficial/generalised** response to the data Likely to **paraphrase/summarise**	Makes isolated language points Takes a very descriptive approach Rarely uses terminology	
0	Nothing written Unintelligible		

or

3   Language and Power

	Skills descriptors	Further details	Content descriptors
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**		
15-16	**Sensitive** understanding of a range of issues **Conceptualised**, **tentative** discussion of ideas surrounding topic **Integrated examples** from study which **illuminate** discussion	critically evaluates relevant concepts recognises that one particular area of language does not work in isolation recognises complexities of representation (eg transcripts, stories)	reference to relevant ideas from language study face theories politeness strategies accommodation theory
11-14	**Clear understanding** of a **range** of language concepts and issues **Developed** discussion of ideas relating to concepts/issues related to topic **Explores** a range of well-selected examples	uses the data as a starting point selects the most relevant ideas and concepts from learned knowledge recognises that AO2 can be challenged begins to recognise that one particular area of language does not work in isolation	instrumental power influential power knowledge power positional power asymmetry

7-10	**Some awareness** of language concepts and issues	tries to fit learned knowledge to the data with partial success	relevant references to power studies and own research observations
	A number of concepts/issues discussed – but **not fully explored**	selects some relevant ideas and concepts but may show more knowledge than relevance	
	Beginning to select and use salient examples	links AO2 knowledge to features in the data, but may be tenuous or over-generalised	
		tends to use the data to 'prove' learned knowledge	
		considers the language area in isolation or as an absolute category	
3-6	**Limited** number of language concepts highlighted	makes reference to learned knowledge but with limited relevance to the data	
	Superficial understanding shown	cites research and theory with limited accuracy	
	Often **descriptive** and/or anecdotal in reference	focuses on the data in a very limited way	
1-2	**Elementary** understanding of language concepts and use	makes isolated reference to learned knowledge	
	More knowledge than relevance shown	paraphrases the data	
	Occasional reference to language concept, but likely to be **misunderstood**	misunderstands concepts and data	

0	Nothing written		
	Unintelligible		

	Skills descriptors	Further details	Content descriptors
AO3i	**Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language**		
15-16	**Perceptive** and **insightful exploration** of contextual factors	explores relevant contextual factors recognises the complexities of context explores the connections between different aspects of context	interlocutors have pre-established relationship functions of discourse – teach, instruct, check understanding, challenge classroom context age of students – Year 8 subject specialism – creative/practical teacher's role and agenda Aisha's strategies and behaviours
11-14	**Clear understanding** of a range of contextual factors	identifies relevant contextual factors analyses context recognises some complexities of context	
7-10	**Some consideration** and understanding of contextual factors	identifies obvious contextual factors begins to analyse	
3-6	**Awareness of one or two factors** influencing data – likely to be **broad** in focus	describes obvious context demonstrates limited understanding of the bigger picture	
1-2	**Little or no attempt** to explore issues of audience/purpose/genre/context	paraphrases the given context demonstrates little understanding of context	
0	Nothing written Unintelligible		

	Skills descriptors	Further details	Content descriptors
AO3ii	Knowledge of the key constituents of language		
15-16	**Analytical** and **systematic** interpretation of factors and influence of language features **Integrated** and **helpful** use of the data to support interpretation	selects salient language methods demonstrating understanding of complexities of data clusters points to identify significant patterns of use embeds exemplification into the body of analysis	teacher utterance functions – to instruct, direct, inform, control, question student utterance functions – to interact, question, respond to questions positive feedback from teacher direct address/second person pronoun imperatives (mitigated and direct) modal verbs use of first person plural to include students address terms for teacher – 'miss' use of students' first names semantic fields – textiles/clothing discourse markers IRF discourse structure use of prosody – volume to address class
11-14	**Sound analysis** and engagement with factors in the light of language features **Fully supported** interpretations	selects relevant language methods clusters points to identify patterns of use exemplifies consistently shows a consistent degree of accuracy	
7-10	**Some awareness** of the link between language features and context **Generally supported** comment	selects some relevant language methods begins to recognise some patterns of use exemplifies but may lack a consistent approach uses terminology with some accuracy	
3-6	**Limited awareness** of the link between language features and context	labels language features with partial relevance	

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		Some illustrated points	takes a line-by-line or unsystematic approach	some normal non-fluency from student
				syntax and clause sequences
			exemplifies inaccurately or rarely	
			uses generalised or imprecise terminology	
1-2		**Superficial/generalised** response to the data	makes isolated language points	
		Likely to **paraphrase/summarise**	takes a very descriptive approach	
			rarely uses terminology	
0		Nothing written		
		Unintelligible		

or

4   Language and Technology

	Skills descriptors	**Further details**	**Content descriptors**
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**		
15-16	**Sensitive** understanding of a range of issues **Conceptualised, tentative** discussion of ideas surrounding topic **Integrated examples** from study which **illuminate** discussion	critically evaluates relevant concepts recognises that one particular area of language does not work in isolation Recognises complexities of representation (e.g. transcripts, stories)	students may refer to relevant study of web-based technology affordances and limitations of Skype – F2F, interactive, visual cues constraints of Skype – technical – good and bad
11-14	**Clear understanding** of a **range** of language concepts and issues **Developed** discussion of ideas relating to concepts/issues related to topic **Explores** a range of well-selected examples	uses the data as a starting point selects the most relevant ideas and concepts from learned knowledge recognises that AO2 can be challenged begins to recognise that one particular area of language does not work in isolation	ritual constraints eg politeness system/technical constraints different from phone conversations due to visual element synchronous – affordances and limitations

7-10	**Some awareness** of language concepts and issues	tries to fit learned knowledge to the data with partial success	multi-party – affordances and limitations
	A number of concepts/issues discussed – but **not fully explored**	selects some relevant ideas and concepts but may show more knowledge than relevance	
	Beginning to select and use salient examples	links AO2 knowledge to features in the data, but may be tenuous or over-generalised	
		tends to use the data to 'prove' learned knowledge	
		Considers the language area in isolation or as an absolute category	
3-6	**Limited** number of language concepts highlighted	makes reference to learned knowledge but with limited relevance to the data	
	Superficial understanding shown	cites research and theory with limited accuracy	
	Often **descriptive** and/or anecdotal in reference	focuses on the data in a very limited way	
1-2	**Elementary** understanding of language concepts and use	makes isolated reference to learned knowledge	
	More knowledge than relevance shown	paraphrases the data	
	Occasional reference to language concept, but likely to be **misunderstood**	misunderstands concepts and data	

0	Nothing written		
	Unintelligible		

	Skills descriptors	Further details	Content descriptors
AO3i	**Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language**		
15-16	**Perceptive** and **insightful exploration** of contextual factors	explores relevant contextual factors recognises the complexities of context explores the connections between different aspects of context	pre-established family relationships age of speakers gender of speakers roles of speakers
11-14	**Clear understanding** of a range of contextual factors	identifies relevant contextual factors analyses context recognises some complexities of context	social purpose of call familiar environment four people involved in conversation
7-10	**Some consideration** and understanding of contextual factors	identifies obvious contextual factors begins to analyse	agenda – personal + phatic purposes
3-6	**Awareness of one or two factors** influencing data – likely to be **broad** in focus	describes obvious context demonstrates limited understanding of the bigger picture	
1-2	**Little or no attempt** to explore issues of audience/purpose/genre/context	paraphrases the given context demonstrates little understanding of context	
0	Nothing written Unintelligible		

	Skills descriptors	Further details	Content descriptors
AO3ii	Knowledge of the key constituents of language		
15-16	**Analytical** and **systematic** interpretation of factors and influence of language features **Integrated** and **helpful** use of the data to support interpretation	selects salient language methods demonstrating understanding of complexities of data clusters points to identify significant patterns of use embeds exemplification into the body of analysis	• informal discourse • address terms • question/answer discourse structures • phatic talk • specialised lexical choices – 'pixelated' • ellipsis • deictic references • politeness strategies • complexity of four way discussion – overlap • topics – weather/cameras/birthdays • topic switching • politeness strategies • informal register
11-14	**Sound analysis** and engagement with factors in the light of language features **Fully supported** interpretations	selects relevant language methods clusters points to identify patterns of use exemplifies consistently shows a consistent degree of accuracy	
7-10	**Some awareness** of the link between language features and context **Generally supported** comment	selects some relevant language methods begins to recognise some patterns of use exemplifies but may lack a consistent approach uses terminology with some accuracy	
3-6	**Limited awareness** of the link between language features and context	labels language features with partial relevance	

	Some illustrated points	takes a line-by-line or unsystematic approach exemplifies inaccurately or rarely uses generalised or imprecise terminology
1-2	**Superficial/generalised** response to the data Likely to **paraphrase/summarise**	makes isolated language points takes a very descriptive approach rarely uses terminology
0	Nothing written Unintelligible	