A-LEVEL

English Language (Specification B)

ENGB3 Developing Language
Mark scheme

2705
June 2016

Version: 1.0 Final

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.

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 students 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	Content descriptors
QUESTION 1 **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**	
22-24 Evaluates systematically	**Systematic** and **evaluative** exploration of data using linguistic methods **Accurate** and **perceptive** linguistic knowledge **Appropriate**, **controlled** and **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	**Text A** **Parents' language:** **Grammar** interrogatives (open/closed and tag); imperatives; declaratives; direct address; negation; comparative adjectives **Discourse** topic development and topic shifts; directed questions to each child; repetition, reformulation, expansion
16-21 Analyses	Uses linguistic methods in a **systematic** way **Appropriate** and **accurate** linguistic knowledge **Controlled** and **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	**Pragmatics** polite requests using modal verbs; non-verbal aspects of speech; deictic references; correction **Lexis/semantics** lexical choices associated with food, colour, shapes and animals;

		of the band)	comparative adjectives; use of names
		Applies terms correctly and with consistent accuracy	**Mia's and Leah's language:**
		Communicates ideas clearly	**Lexis** hyponyms associated with colour and insects; polite lexis (colloquial expression); deictic references
10-15 Begins to analyse	**Applies** and **explores** some linguistic methods	Covers some aspects of the data, but not engaging with trends in the data	
	Some appropriate linguistic knowledge, **moves beyond surface**	Selects from linguistic methods, some more relevantly and/or developed than others	**Discourse** turn-taking (opening and responding in adjacency pairs); fillers; repetition; topic initiation
	Generally accurate written communication	Uses exemplification to support points and labels features with some accuracy	**Grammar** declaratives; progressive aspect; contracted copular and auxiliary verbs; third person pronouns; omission of auxiliary verbs; non-standard utterances; negation
		Discusses relevant features superficially	
		Writes clearly with some lapses	
4-9 Describes with some relevance	**Some linguistic methods** applied, but **not convincing**	Covers some isolated features of the data	**Phonological features:** deletion; substitution; consonant cluster reduction; prosodic features
	Limited linguistic knowledge/ understanding	Selects from linguistic methods, but with limited understanding or development	**Pragmatics** non-verbal communication (gestures and sounds)
	Some clarity and accuracy in communication	Uses generalised or imprecise language labels and exemplification may not add to the discussion of the data	
		Describes or paraphrases content	

		Shows limited clarity in writing	
1-3 Paraphrases	Linguistic methods **applied inaccurately** or not at all **Rudimentary** linguistic knowledge **Lapses** in written communication	Covers little of the data Selects few, if any, language features/methods Writes briefly with little understanding Shows very little clarity	
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills descriptors	Further details	Content 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**		**Tests students' ability to select and evaluate ideas from language study and to relate them to the data**	
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	Theories and concepts may be used to challenge as well as support evidence from the texts. CDS/social interaction as learning/response to child's agenda functions of language politeness routines – associated theories
11-14 Explores relevantly	**Clear understanding** of a range 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	learning/cognitive social identities eg gender power – parents stages of development behaviourism – reinforcement/conditioning

7-10 Begins to make links	**Some awareness** of language concepts and issues A number of **concepts/issues discussed** – but **not fully explored** **Beginning to select** and use **salient examples**	Refers to some concepts relevantly Discusses some concepts, showing some awareness Sees some links between concepts learned and offers some examples from the data, but not consistently for all concepts raised Links some concepts with an awareness of language methods and/or contextual factors	innateness /LAD/virtuous errors etc. individual acquisition studies own research
3-6 Describes with some relevance	**Limited number** of language concepts highlighted **Superficial** understanding shown Often **descriptive and/or anecdotal** examples	Limited relevance, or makes few references to concepts Makes general comments, showing basic understanding Explains concepts, often unlinked to data examples Makes inadequate attempt to link concepts with language methods and/or contextual factors	
1-2 Repeats without insight	**Elementary understanding** of language concepts and use More knowledge than relevance shown **Occasional reference** to language	Refers to concepts irrelevantly Makes general comments, showing very limited understanding	

	concepts, but likely to be misunderstood	Labels a concept with no relevance to the data	
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills descriptors	Further details	Content 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 students' ability to understand the complexity of context as multilayered eg immediate relationships, places and times and the larger culture that surrounds them**	
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	Discussion of roles, routines, relationships and setting could include: Setting • domestic • outside/garden Relationships • family connections and interactions
6-7 Analyses	**Clear understanding** of a range of contextual factors **Sound analysis and 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	Roles • caregivers – family members • roles assisting learning/directing behaviour/joining in with topics/ encouraging interaction • children as centre of activities Routines/rituals/activities • meal times and associated behaviours Age of children
4-5 Begins to analyse	**Some consideration and understanding** of contextual factors Some awareness of the link between language features and context	Identifies and discusses some contextual factors, some more relevantly Offers straightforward interpretations of	

		contextual factors	Larger culture
	Ideas **generally supported**	Links contextual factors to language features, although not consistently across response	• gender of participants • social groups • sibling/parental roles
2-3 Describes with some relevance	**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**	Selects contextual factors that are very generalised Identifies factors but these are undeveloped or briefly referenced Makes few links to language features/lacks convincing data relevance	
1 Paraphrases	**Little or no attempt** to explore issues of audience/purpose/genre/ context Superficial/generalised response to the data Likely to **paraphrase/summarise**	Repeats contextual information from question rubric Makes very general, and possibly unfounded, observations on contextual factors Links to data are not in evidence	
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills descriptors	Further details	Content descriptors
QUESTION 2 **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**	
22-24 Evaluates systematically	**Systematic** and **evaluative** exploration of data using linguistic methods **Accurate** and **perceptive** linguistic knowledge **Appropriate**, **controlled** and **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	**Texts B-D** **Leila's language:** **Graphology** handwriting; punctuation choices; spacing; lineation; multimodality; indented sections; lined and coloured paper **Orthography** letter formation; upper case, lower case letters; spelling choices (standard and non-standard)
16-21 Analyses	Uses linguistic methods in a **systematic** way **Appropriate** and **accurate** linguistic knowledge **Controlled** and **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/	**Discourse** dates; address to individual family members; conventions of letter and card writing; structure of replies from family members **Grammar**

		development/selection shown at the top of the band) Applies terms correctly and with consistent accuracy Communicates ideas clearly	declaratives; interrogatives; complex sentences; mixture of present and past tense; use of progressive aspect **Lexis/semantics** proper nouns (restaurants and people); lexical fields of family, home and domestic routines; polite lexis **Pragmatics** child perspective on events and adult decisions
10-15 Begins to analyse	**Applies** and **explores** some linguistic methods **Some appropriate** linguistic knowledge, **moves beyond surface** **Generally accurate** written communication	Covers some aspects of the data, but not engaging with trends in the data Selects from linguistic methods, some more relevantly and/or developed than others Uses exemplification to support points and labels features with some accuracy Discusses relevant features superficially Writes clearly with some lapses	**Adult language choices:** **Uncle** simple sentences; adverbials; polite lexis; letter discourse; future tense **Grandmother** clear handwriting; spacing; simple lexis; exclamatory; apologies; compound and complex sentences; use of irony and humour; tag questions, endearments; past and present tense; cohesion
4-9 Describes with some relevance	**Some linguistic methods** applied, but **not convincing** **Limited** linguistic knowledge/ understanding **Some clarity** and accuracy in communication	Covers some isolated features of the data Selects from linguistic methods, but with limited understanding or development Uses generalised or imprecise language labels and exemplification may not add to the discussion of the data Describes or paraphrases content	

		Shows limited clarity in writing	
1-3 Paraphrases	Linguistic methods **applied inaccurately** or not at all **Rudimentary** linguistic knowledge **Lapses** in written communication	Covers little of the data Selects few, if any, language features/methods Writes briefly with little understanding Shows very little clarity	
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills descriptors	Further details	Content 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 students' ability to select and evaluate ideas from language study and to relate them to the data**	
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	Theories and concepts may be used to challenge as well as support evidence from the texts. • accommodation • CDS strategies (simplification etc.) • genre – letters/replies/notes • politeness • Rothery – observation and comment
11-14 Explores relevantly	**Clear understanding** of a range 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	• spelling stages • stages of literacy development • interactionist/social learning theories • individual literacy acquisition studies • functions of literacy

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7-10 Begins to make links	**Some awareness** of language concepts and issues A number of **concepts/issues discussed** – but **not fully explored** **Beginning to select** and use **salient examples**	Refers to some concepts relevantly Discusses some concepts, showing some awareness Sees some links between concepts learned and offers some examples from the data, but not consistently for all concepts raised Links some concepts with an awareness of language methods and/or contextual factors	• own research
3-6 Describes with some relevance	**Limited number** of language concepts highlighted **Superficial** understanding shown Often **descriptive and/or anecdotal** examples	Limited relevance, or makes few references to concepts Makes general comments, showing basic understanding Explains concepts, often unlinked to data examples Makes inadequate attempt to link concepts with language methods and/or contextual factors	
1-2 Repeats without insight	**Elementary understanding** of language concepts and use More knowledge than relevance shown **Occasional reference** to language	Refers to concepts irrelevantly Makes general comments, showing very limited understanding	

	concepts, but likely to be misunderstood	Labels a concept with no relevance to the data	
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills descriptors	Further details	Content descriptors
QUESTION 2 **AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language**		**Tests students' ability to understand the complexity of context as multilayered eg immediate relationships, places and times and the larger culture that surrounds them**	
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	Discussion of the effects on language of some of the following: setting • domestic relationships • family audience • specific family members purpose • interactional/pleasure • personal communication • informative • thanking/responding genre • personal notes age of child • school age/literacy experiences
6-7 Analyses	**Clear understanding** of a range of contextual factors **Sound analysis and 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	
4-5 Begins to analyse	**Some consideration and understanding** of contextual factors Some awareness of the link between language features and context	Identifies and discusses some contextual factors, some more relevantly Offers straightforward interpretations of	

		contextual factors	gender
	Ideas **generally supported**	Links contextual factors to language features, although not consistently across response	• child • family member wider culture • leisure activities/venues • family and parental roles
2-3 Describes with some relevance	**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**	Selects contextual factors that are very generalised Identifies factors but these are undeveloped or briefly referenced Makes few links to language features/lacks convincing data relevance	
1 Paraphrases	**Little or no attempt** to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to **paraphrase/summarise**	Repeats contextual information from question rubric Makes very general, and possibly unfounded, observations on contextual factors Links to data are not in evidence	
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills descriptors	Further details	Content descriptors
QUESTION 3 **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**	
22-24 Evaluates systematically	**Systematic** and **evaluative** exploration of data using linguistic methods **Accurate** and **perceptive** linguistic knowledge **Appropriate**, **controlled** and **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	**Text E** **Lexis** archaisms ('side-car', 'pal', 'whilst', 'British Legion Hall'); shifts in use ('mate', 'brute'); compounding ('to-morrow' 'good-bye', 'motor-bike'); cinema; endearments and affectionate lexis ('dearest old boy', 'wifie'); hyperbolic and metaphorical lexical choices ('comrade') **Grammar** mix of sentence types (many complex ones) and sentence function (imperatives, declarative, interrogative and exclamative); modal verbs ('shall'/'should'); first person; direct address; negation ('have not'); superlatives; adverbs; parallel clauses; inversion of clause elements; postpositive adjective ('kiddie dear') **Graphology**
16-21 Analyses	Uses linguistic methods in a **systematic** way **Appropriate** and **accurate** linguistic knowledge **Controlled** and **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	typeface; fonts; bold; punctuation **Discourse structure** letter conventions of layout and salutations and valedictions; discourse structure of book (numbering of letter); structure of proposal, acceptance and rejection; optional replies to situations; conversational register **Pragmatics** formal and informal aspects of style linked to acceptance and refusal
10-15 Begins to analyse	**Applies** and **explores** some linguistic methods **Some appropriate** linguistic knowledge, **moves beyond surface** **Generally accurate** written communication	Covers some aspects of the data, but not engaging with trends in the data Selects from linguistic methods, some more relevantly and/or developed than others Uses exemplification to support points and labels features with some accuracy Discusses relevant features superficially Writes clearly with some lapses	
4-9 Describes with some relevance	**Some linguistic methods** applied, but **not convincing** **Limited** linguistic knowledge/understanding **Some clarity** and accuracy in communication	Covers some isolated features of the data Selects from linguistic methods, but with limited understanding or development Uses generalised or imprecise language labels and exemplification may not add to the discussion of the data Describes or paraphrases content	

		Shows limited clarity in writing	
1-3 Paraphrases	Linguistic methods **applied inaccurately** or not at all **Rudimentary** linguistic knowledge **Lapses** in written communication.	Covers little of the data Selects few, if any, language features/methods Writes briefly with little understanding Shows very little clarity	
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills descriptors	Further details	Content 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 students' ability to select and evaluate ideas from language study and to relate them to the data**	
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	Theories and concepts may be used to challenge as well as support evidence from the texts. construction of identities for narrator/ narratee identities – gender literacy conventions of letter genre politeness/face
11-14 Explores relevantly	**Clear understanding** of a range 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	power prescriptivism/descriptivism lexical/semantic change processes

7-10 Begins to make links	**Some awareness** of language concepts and issues A number of **concepts/issues discussed** – but **not fully explored** **Beginning to select** and use **salient examples**	Refers to some concepts relevantly Discusses some concepts, showing some awareness Sees some links between concepts learned and offers some examples from the data, but not consistently for all concepts raised Links some concepts with an awareness of language methods and/or contextual factors	
3-6 Describes with some relevance	**Limited number** of language concepts highlighted **Superficial** understanding shown Often **descriptive and/or anecdotal** examples	Limited relevance, or makes few references to concepts Makes general comments, showing basic understanding Explains concepts, often unlinked to data examples Makes inadequate attempt to link concepts with language methods and/or contextual factors	
1-2 Repeats without insight	**Elementary understanding** of language concepts and use More knowledge than relevance shown **Occasional reference** to language	Refers to concepts irrelevantly Makes general comments, showing very limited understanding	

	concepts, but likely to be misunderstood	Labels a concept with no relevance to the data	
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills descriptors	Further details	Content 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 students' ability to understand the complexity of context as multilayered eg immediate relationships, places and times and the larger culture that surrounds them**	
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	Students' discussion of audience and purpose, the contexts of reception, production and use and social contexts could include: published book of model letters for all social situations advisory purpose
6-7 Analyses	**Clear understanding** of a range of contextual factors **Sound analysis and 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	adult audience gender social change: lifestyle and leisure activities; communication methods; marriage and relationships; social conventions
4-5 Begins to analyse	**Some consideration and understanding** of contextual factors Some awareness of the link between language features and context	Identifies and discusses some contextual factors, some more relevantly Offers straightforward interpretations of	technology

	Ideas **generally supported**	contextual factors Links contextual factors to language features, although not consistently across response
2-3 Describes with some relevance	**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**	Selects contextual factors that are very generalised Identifies factors but these are undeveloped or briefly referenced Makes few links to language features/lacks convincing data relevance
1 Paraphrases	**Little or no attempt** to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to **paraphrase/summarise**	Repeats contextual information from question rubric Makes very general, and possibly unfounded, observations on contextual factors Links to data are not in evidence
0 Shows no knowledge	Nothing written Unintelligible	

Marks	Skills descriptors	Further details	Content descriptors
QUESTION 4 **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**	
22-24 Evaluates systematically	**Systematic** and **evaluative** exploration of data using linguistic methods **Accurate** and **perceptive** linguistic knowledge **Appropriate**, **controlled** and **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	**Text F** **Grammar** sentence complexity; modal verbs; present and past tense; first and third person; pre-modification; modal verbs ('shall'); declaratives **Lexis/semantics** proper nouns; use of surname or title 'Mr Garrick', 'Garrick'; archaic lexis ('assemblage', 'pardon', 'covey'); Latinate lexis; semantic change ('frolicksome', 'diverting', 'peculiar'); adjectives offering the writer's comments on character ('attractive', 'most sprightly')
16-21 Analyses	Uses linguistic methods in a **systematic** way **Appropriate** and **accurate** linguistic knowledge **Controlled** and **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	**Discourse** chronological; opening summary; anecdotes **Orthography**:

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		of the band) Applies terms correctly and with consistent accuracy Communicates ideas clearly	spelling ('apologize', 'publick') **Graphology**: font; size; capitals; bold; ellipsis; punctuation
10-15 Begins to analyse	**Applies** and **explores** some linguistic methods **Some appropriate** linguistic knowledge, **moves beyond surface** **Generally accurate** written communication	Covers some aspects of the data, but not engaging with trends in the data Selects from linguistic methods, some more relevantly and/or developed than others Uses exemplification to support points and labels features with some accuracy Discusses relevant features superficially Writes clearly with some lapses	**Text G** **Grammar** present and past tense; declaratives; third person; complex sentences; adverbials; listing **Lexis/semantics** proper nouns; use of first name ('Benedict'); neologisms ('mentorship'); initialisms ('BBC'); compounding; blend ('biopic'); semantic shift ('shares'); repetition ('best known' 'well known'); context dependence ('age') **Discourse** chronological structure; headings; opening summary; hyperlinks; quick facts; citation link **Graphology** font; size, capitals; icons; italics; bold; typographical features; colour **Orthography/ spelling**
4-9 Describes with some relevance	**Some linguistic methods** applied, but **not convincing** **Limited** linguistic knowledge/ understanding **Some clarity** and accuracy in communication	Covers some isolated features of the data Selects from linguistic methods, but with limited understanding or development Uses generalised or imprecise language labels and exemplification may not add to the discussion of the data Describes or paraphrases content	

		Shows limited clarity in writing	American spellings ('theater')
1-3 Paraphrases	Linguistic methods **applied inaccurately** or not at all **Rudimentary** linguistic knowledge **Lapses** in written communication	Covers little of the data Selects few, if any, language features/methods Writes briefly with little understanding Shows very little clarity	
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills descriptors	Further details	Content 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**		**Tests students' ability to select and evaluate ideas from language study and to relate them to the data**	
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	Theories and concepts may be used to challenge as well as support evidence from the texts. lexical and semantic change processes standardisation and its effects on English genre conventions of biographical writing
11-14 Explores relevantly	**Clear understanding** of a range 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	representations of actors/celebrities power/prestige ideologies technological constraints – affordances and limitations

7-10 Begins to make links	**Some awareness** of language concepts and issues A number of **concepts/issues discussed** – but **not fully explored** **Beginning to select** and use **salient examples**	Refers to some concepts relevantly Discusses some concepts, showing some awareness Sees some links between concepts learned and offers some examples from the data, but not consistently for all concepts raised Links some concepts with an awareness of language methods and/or contextual factors	
3-6 Describes with some relevance	**Limited number** of language concepts highlighted **Superficial** understanding shown Often **descriptive and/or anecdotal** examples	Limited relevance, or makes few references to concepts Makes general comments, showing basic understanding Explains concepts, often unlinked to data examples Makes inadequate attempt to link concepts with language methods and/or contextual factors	
1-2 Repeats without insight	**Elementary understanding** of language concepts and use More knowledge than relevance shown **Occasional reference** to language	Refers to concepts irrelevantly Makes general comments, showing very limited understanding	

	concepts, but likely to be misunderstood	Labels a concept with no relevance to the data	
0 Shows no knowledge	Nothing written Unintelligible		

Marks	Skills descriptors	Further details	Content 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 students' ability to understand the complexity of context as multilayered eg immediate relationships, places and times and the larger culture that surrounds them**	
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	Students' discussion of audience and purpose, the contexts of reception, production and use and social contexts could include: Purpose - Inform - entertain
6-7 Analyses	**Clear understanding** of a range of contextual factors **Sound analysis and 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	Audience - the wealthy or literate (Text F) - broad, global audience (Text G) Genre - biography - published book (Text F) - website (Text G)
4-5 Begins to analyse	**Some consideration and understanding** of contextual factors Some awareness of the link between	Identifies and discusses some contextual factors, some more relevantly	Celebrity culture status Reception

	language features and context Ideas **generally supported**	Offers straightforward interpretations of contextual factors Links contextual factors to language features, although not consistently across response	• (Text G) website / global access
2-3 Describes with some relevance	**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**	Selects contextual factors that are very generalised Identifies factors but these are undeveloped or briefly referenced Makes few links to language features/lacks convincing data relevance	
1 Paraphrases	**Little or no attempt** to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to **paraphrase/summarise**	Repeats contextual information from question rubric Makes very general, and possibly unfounded, observations on contextual factors Links to data are not in evidence	
0 Shows no knowledge	Nothing written Unintelligible		