

A-LEVEL

English Language B

ENGB3R / Unit 3: Developing Language

Mark scheme

2705

June 2015

Version 1: 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	<p>Systematic and evaluative exploration of data using linguistic methods</p> <p>Accurate and perceptive linguistic knowledge</p> <p>Appropriate, controlled and 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>Text A</p> <p>Caregivers' language: questions (closed/open, tag questions); Q&A discourse structure; repetition; diminutives and affectionate lexis; declaratives; repetition of child's utterances; intonation signalling questions; direct address; repetition of phrases ('oh dear') and childlike address terms ('daddy'); phrases for reassurance and as feedback ('that's all right')</p> <p>Tim's language</p> <p>Lexis: Phatic greeting; colloquial ('yeah', 'cos'); imaginative lexis ('crocodile', 'gobble'); childlike lexical choices ('tummy'); simple adjectives</p> <p>Grammar: progressive verbs; non-standard use of tenses; contracted auxiliary verb; contracted copula; possessive; accurate simple utterances; some non-standard, telegraphic utterances and grammatical omissions (eg determiners); awareness of sentence functions and syntactical</p>
16-21 Analyses	<p>Uses linguistic methods in a systematic way</p> <p>Appropriate and accurate linguistic knowledge</p> <p>Controlled and 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</p>	

		<p>consistent accuracy</p> <p>Communicates ideas clearly</p>	<p>implications (declaratives); formation of negatives; pre- and post-modification</p>
<p>10-15 Begins to analyse</p>	<p>Applies and explores some linguistic methods</p> <p>Some appropriate linguistic knowledge, moves beyond surface</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>Discourse strategies: turn-taking; conjunctions used as discourse markers, topic shifts, topic management; non-fluency (pauses, repairs)</p> <p>Phonological features: substitution; consonant cluster reduction; end clipping; elongation of words; sound effects</p> <p>Text B Caregivers' language Omission of auxiliary verbs; colloquial, vague lexis; use of third person; Declaratives/interrogatives implied with intonation); Q&A; praise; false starts/repairs; expansion of child's language; encouraging strategies to keep Tim focused on activity; politeness in modal verbs; different question types</p>
<p>4-9 Describes with some relevance</p>	<p>Some linguistic methods applied, but not convincing</p> <p>Limited linguistic knowledge/ understanding</p> <p>Some clarity and 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>Tim's language Lexis deictic lexical choices; nouns and adjectives relevant to activity (eg body parts, shapes, size etc)</p> <p>Discourse turn-taking; feedback</p>
<p>1-3 Paraphrases</p>	<p>Linguistic methods applied inaccurately or not at all</p>	<p>Covers little of the data</p>	<p>Grammar: omission of auxiliary verb; range of verb</p>

	<p>Rudimentary linguistic knowledge</p> <p>Lapses in written communication</p>	<p>Selects few, if any, language features/methods</p> <p>Writes briefly with little understanding</p> <p>Shows very little clarity</p>	<p>forms (progressive, past tense); omission of verbs; pronoun choices (eg first person plural, possessive); noun phrases; contracted copula / non-standard verb form ('be'); non-standard negation, as well as accurate use of dummy auxiliary and contraction; use of determiners;</p> <p>Phonological features: substitution; elongation and use of stress for emphasis; non-standard pronunciation ('a do' – or possibly grammatical error of the infinitive)</p> <p>Pragmatics use of humour to dispel Tim's unhappy mood</p>
<p>0 Shows no knowledge</p>	<p>Nothing written</p> <p>Unintelligible</p>		

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	<p>Perceptive understanding of a range of issues</p> <p>Conceptualised discussion of ideas surrounding the topic</p> <p>Explores a range of judicious examples</p>	<p>Selects concepts/issues critically</p> <p>Develops discussion of concepts tentatively, seeing supports and challenges to concepts in light of data</p> <p>Connects a range of concepts to examples from the data with subtlety</p> <p>Integrates concepts, analysis of language methods and/or contextual factors</p>	<p>Theories and concepts may be used to challenge as well as support evidence from the texts.</p> <p>Child Directed Speech/social interaction as learning/response to child's agenda</p> <p>Functions of language</p> <p>Politeness</p> <p>Play/routines – associated theories</p>
11-14 Explores relevantly	<p>Clear understanding of a range of language concepts and issues</p> <p>Developed discussion of ideas relating to concepts/issues</p> <p>Explores a range of well-selected examples</p>	<p>Selects appropriate concepts showing understanding</p> <p>Develops discussion helpfully</p> <p>Applies a range of concepts to examples from the data relevantly</p> <p>Links concepts with analysis of language methods and/or contextual factors</p>	<p>Learning theories</p> <p>Social identities eg gender</p> <p>Power – parents</p> <p>Stages of development</p> <p>Behaviourism – reinforcement/conditioning</p>
7-10 Begins to make	Some awareness of language concepts and issues	Refers to some concepts relevantly	Innateness/LAD/virtuous errors etc.

links	<p>A number of concepts/issues discussed – but not fully explored</p> <p>Beginning to select and use salient examples</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>Individual acquisition studies</p> <p>Own research</p>
<p>3-6 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>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 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>	
0	Nothing written		

Shows no knowledge	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	<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>Discussion of roles, routines, relationships and setting could include:</p> <p>Setting:</p> <ul style="list-style-type: none"> • Domestic <p>Relationships:</p> <ul style="list-style-type: none"> • family connections and interactions <p>Roles:</p> <ul style="list-style-type: none"> • caregivers – family members • roles assisting learning/directing behaviour/joining in with imaginary play/encouraging interaction • child as centre of activities <p>Routines/rituals/activities</p> <ul style="list-style-type: none"> • construction of toy/morning topic rituals
6-7 Analyses	<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>Age of child</p> <p>Larger culture:</p> <ul style="list-style-type: none"> • gender of participants • social groups • family/ parental/generational roles
4-5 Begins to analyse	<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</p>	<p>Age of child</p> <p>Larger culture:</p> <ul style="list-style-type: none"> • gender of participants • social groups • family/ parental/generational roles

		features, although not consistently across response	<ul style="list-style-type: none"> cultural experiences (influence of TV/film characters such as <i>Peter Pan</i>)
2-3 Describes with some relevance	<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>	
1 Paraphrases	<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>	
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	<p>Systematic and evaluative exploration of data using linguistic methods</p> <p>Accurate and perceptive linguistic knowledge</p> <p>Appropriate, controlled and 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>Graphology: handwriting; punctuation choices (eg full-stops, speech marks etc) and omissions; spacing; lineation/orientation; changes over time and choices made according to genre; use of templates/boxes; multimodality; ticks; crossings out</p> <p>Orthography: letter formation over time (uppercase, lowercase etc.); spelling choices (standard and non-standard)</p> <p>Discourse: dates of work separated from activity; structures and language choices apt for genre</p>
16-21 Analyses	<p>Uses linguistic methods in a systematic way</p> <p>Appropriate and accurate linguistic knowledge</p> <p>Controlled and 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</p>	<p>Grammar: Sentence complexity (and choices over time and linked to genre); repeated syntactic structures (eg 'when I am/was'); declaratives; adverbials; tenses</p> <p>Lexis/semantics: Semantic fields relevant for genre (eg</p>

		consistent accuracy Communicates ideas clearly	pirate poster, past and future self); range of word classes
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	Teacher Language Corrections; positive lexical choices; use of field specific lexis (literacy terms and targets); repeated use of Thomas's name; standard representation; genre theories and conventions
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	Covers little of the data	

	Rudimentary linguistic knowledge Lapses in written communication	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	<p>Perceptive understanding of a range of issues</p> <p>Conceptualised discussion of ideas surrounding the topic</p> <p>Explores a range of judicious examples</p>	<p>Selects concepts/issues critically</p> <p>Develops discussion of concepts tentatively, seeing supports and challenges to concepts in light of data</p> <p>Connects a range of concepts to examples from the data with subtlety</p> <p>Integrates concepts, analysis of language methods and/or contextual factors</p>	<p>Theories and concepts may be used to challenge as well as support evidence from the texts.</p> <p>genre: narratives, wanted posters, storyboard</p> <p>genre: recount etc (Rothery)</p> <p>spelling stages/spelling strategies</p> <p>national literacy/teaching strategies</p>
11-14 Explores relevantly	<p>Clear understanding of a range of language concepts and issues</p> <p>Developed discussion of ideas relating to concepts/issues</p> <p>Explores a range of well-selected examples</p>	<p>Selects appropriate concepts showing understanding</p> <p>Develops discussion helpfully</p> <p>Applies a range of concepts to examples from the data relevantly</p> <p>Links concepts with analysis of language methods and/or contextual factors</p>	<p>stages of literacy development</p> <p>behaviourism – reinforcement/conditioning</p> <p>interactionist/social learning theories</p> <p>individual literacy acquisition studies</p> <p>own research</p>
7-10 Begins to make	Some awareness of language concepts and issues	Refers to some concepts relevantly	

links	<p>A number of concepts/issues discussed – but not fully explored</p> <p>Beginning to select and use salient examples</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>	functions of literacy eg from a social standpoint
<p>3-6 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>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 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>	
0	Nothing written		

Shows no knowledge	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 roles, routines, relationships and setting could include: Setting: <ul style="list-style-type: none"> • school Relationships: <ul style="list-style-type: none"> • teacher/child Roles: <ul style="list-style-type: none"> • teacher role in setting different literacy tasks/assisting learning and development/encouraging interaction/giving feedback, support and targets/progress monitoring • child as centre of literacy activities Purposes <ul style="list-style-type: none"> • different purposes for writing eg information/entertainment/persuasion • literacy activities • mix of imaginative and recounts of personal experiences Age of child
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	
4-5 Begins to analyse	Some consideration and understanding of contextual factors Some awareness of the link between language features & context Ideas generally supported	Identifies and discusses some contextual factors, some more relevantly Offers straightforward interpretations of contextual factors Links contextual factors to language	

		features, although not consistently across response	Length of time in formal education
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	Larger culture: <ul style="list-style-type: none"> • gender of child • cultural experiences (knowledge of narratives, pirates, holidays)
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	<p>Systematic and evaluative exploration of data using linguistic methods</p> <p>Accurate and perceptive linguistic knowledge</p> <p>Appropriate, controlled and 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>Text F–G</p> <p>Lexis/semantics: abstract nouns; many adjectives, including superlatives; polysyllabic and formal lexis; archaic lexis; metaphors and similes (Text F); lexical choices to represent men and women; negative semantic field to suggest attitudes to books (Text F: 'dirt', 'rubbish', 'trash'); semantic field of responsibility and power in household roles (Text G – 'business', 'duties')</p> <p>Grammar: present tense; declaratives and imperatives; complex sentences; pre-modification; conditionals; modal verbs; varying pronoun choices, including direct address; first person; listing and other rhetorical devices; archaic grammatical choices (Text G – 'whom'); pre-modification to add opinion and observations (eg Text G – 'ridiculous drudgery')</p>
16-21 Analyses	<p>Uses linguistic methods in a systematic way</p> <p>Appropriate and accurate linguistic knowledge</p> <p>Controlled and 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</p>	

		consistent accuracy Communicates ideas clearly	<p>Graphology: typefaces; italics for emphasis; semi-colons</p> <p>Orthography Long s; non-standard spelling (Text F – ‘shew’); ligatures</p> <p>Discourse Sectioned into areas of key advice (reading in Text F and household management in Text G); personal opinions offered and advice on women’s behaviours; advisory register</p>
<p>10-15 Begins to analyse</p>	<p>Applies and explores some linguistic methods</p> <p>Some appropriate linguistic knowledge, moves beyond surface</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 Describes with some relevance</p>	<p>Some linguistic methods applied, but not convincing</p> <p>Limited linguistic knowledge/ understanding</p> <p>Some clarity and 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 Paraphrases</p>	Linguistic methods applied inaccurately or not at all	Covers little of the data	

	Rudimentary linguistic knowledge Lapses in written communication	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	<p>Perceptive understanding of a range of issues</p> <p>Conceptualised discussion of ideas surrounding the topic</p> <p>Explores a range of judicious examples</p>	<p>Selects concepts/issues critically</p> <p>Develops discussion of concepts tentatively, seeing supports and challenges to concepts in light of data</p> <p>Connects a range of concepts to examples from the data with subtlety</p> <p>Integrates concepts, analysis of language methods and/or contextual factors</p>	<p>Theories and concepts may be used to challenge as well as support evidence from the texts.</p> <p>Representation of men and women</p> <p>Identities – gender/class</p> <p>Politeness</p> <p>Power/prestige/authority</p>
11-14 Explores relevantly	<p>Clear understanding of a range of language concepts and issues</p> <p>Developed discussion of ideas relating to concepts/issues</p> <p>Explores a range of well-selected examples</p>	<p>Selects appropriate concepts showing understanding</p> <p>Develops discussion helpfully</p> <p>Applies a range of concepts to examples from the data relevantly</p> <p>Links concepts with analysis of language methods and/or contextual factors</p>	<p>Standardisation</p> <p>Prescriptivism/descriptivism</p> <p>Lexical/semantic change processes</p> <p>The development of genre over time - letter writing/advice guides</p> <p>Synthetic personalisation</p>
7-10 Begins to make	Some awareness of language concepts and issues	Refers to some concepts relevantly	

links	<p>A number of concepts/issues discussed – but not fully explored</p> <p>Beginning to select and use salient examples</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 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>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 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>	
0	Nothing written		

Shows no knowledge	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: Purposes: persuade/inform/advise Role of writer as mother
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	Role of writer: status in society/class Audience : daughters and young women generally Social change: women's roles; social class; management of servants; attitudes to the newly emerging genre of fiction (especially romances)
4-5 Begins to analyse	Some consideration and understanding of contextual factors Some awareness of the link between language features & context Ideas generally supported	Identifies and discusses some contextual factors, some more relevantly Offers straightforward interpretations of contextual factors Links contextual factors to language	Genre: letter and book Published / public context as a book

		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	<p>Systematic and evaluative exploration of data using linguistic methods</p> <p>Accurate and perceptive linguistic knowledge</p> <p>Appropriate, controlled and 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>Text H</p> <p>Lexis/semantics: archaic choices (eg 'bathing', 'lord of the manor', 'bathing tents'); proper nouns; adjectives ('picturesque', 'quaint'); geographical lexis; titles; archaic pronoun ('one')</p> <p>Grammar: third person; declaratives; present tense; modification; range of sentence types; modal verbs</p> <p>Discourse: headings and sections focusing on particular topics relevant to specific places</p> <p>Register: advisory</p> <p>Graphology: multi-modal aspects (logos, pictures, captions); bold for places in Minehead; italics, sub-headings; range of punctuation (including the oxford comma,</p>
16-21 Analyses	<p>Uses linguistic methods in a systematic way</p> <p>Appropriate and accurate linguistic knowledge</p> <p>Controlled and 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</p>	<p>Discourse: headings and sections focusing on particular topics relevant to specific places</p> <p>Register: advisory</p> <p>Graphology: multi-modal aspects (logos, pictures, captions); bold for places in Minehead; italics, sub-headings; range of punctuation (including the oxford comma,</p>

		consistent accuracy Communicates ideas clearly	semi-colons, dashes, full-stops after titles) Text I
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	Lexis/semantics: proper nouns, references to specific places and cultural references; geographical lexis; colloquial and idiomatic lexis ('kids', 'cheek by jowl', 'chill out'); contractions; formal lexis; adjectives; neologisms (4D) Grammar: complex sentences; rhetorical questions; present tense; declaratives and exclamatives; premodification; first person plural pronouns to present organisation and second person pronouns to address the audience; adjectives ('famous', 'magnificent')
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	Pragmatics: persuasive devices to encourage a visitor; politeness (giving options) and shared references to TV shows Discourse: boxed sections for different types of information; pages of brochure focusing on different aspects of the region Register: conversational, advisory, helpful,
1-3 Paraphrases	Linguistic methods applied inaccurately or not at all	Covers little of the data	

	Rudimentary linguistic knowledge Lapses in written communication	Selects few, if any, language features/methods Writes briefly with little understanding Shows very little clarity	humorous Graphology: layout; multimodality
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	<p>Perceptive understanding of a range of issues</p> <p>Conceptualised discussion of ideas surrounding the topic</p> <p>Explores a range of judicious examples</p>	<p>Selects concepts/issues critically</p> <p>Develops discussion of concepts tentatively, seeing supports and challenges to concepts in light of data</p> <p>Connects a range of concepts to examples from the data with subtlety</p> <p>Integrates concepts, analysis of language methods and/or contextual factors</p>	<p>Theories and concepts may be used to challenge as well as support evidence from the texts.</p> <p>Lexical and semantic change processes</p> <p>Standardisation and its effects on English</p> <p>Attitudes to language change</p> <p>Genre conventions of advisory texts</p>
11-14 Explores relevantly	<p>Clear understanding of a range of language concepts and issues</p> <p>Developed discussion of ideas relating to concepts/issues</p> <p>Explores a range of well-selected examples</p>	<p>Selects appropriate concepts showing understanding</p> <p>Develops discussion helpfully</p> <p>Applies a range of concepts to examples from the data relevantly</p> <p>Links concepts with analysis of language methods and/or contextual factors</p>	<p>Technological constraints – affordances and limitations (impact in an online web brochure)</p> <p>Audience positioning</p> <p>Informalisation</p> <p>Identities – class/culture</p> <p>Construction of voice</p>
7-10 Begins to make	Some awareness of language concepts and issues	Refers to some concepts relevantly	

links	<p>A number of concepts/issues discussed – but not fully explored</p> <p>Beginning to select and use salient examples</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 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>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 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>	
0	Nothing written		

Shows no knowledge	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: Genre guidebook/brochure Text producer Tourist board producer – Text I
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	Audience holiday-makers / visitors Purpose inform, persuade, advise
4-5 Begins to analyse	Some consideration and understanding of contextual factors Some awareness of the link between language features & context Ideas generally supported	Identifies and discusses some contextual factors, some more relevantly Offers straightforward interpretations of contextual factors Links contextual factors to language	Context of reception book (Text H) online search via link on tourist board website (Text I) Culture types of amusements/ activities/holidays

		features, although not consistently across response	as pleasure
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	Social change Attitudes and values of times presented Modes of transportation impacting on holiday decisions
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		