



General Certificate of Education

English Language 2706

Specification B

ENGB3 Developing Language

Mark Scheme

2010 examination - January series

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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 to download from the AQA Website: www.aqa.org.uk

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General Principles

Unit 3 allows candidates 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.

The students are required to:

- identify and describe features and patterns of texts in relation to the questions set with reference to language study concepts (AO1 and AO2)
- interpret factors and influences on the language choices within the data (AO3).

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 candidates 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 candidates
- place candidates 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 candidates, 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 candidate 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 candidate 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 candidates' 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, candidates, 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 candidates' 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 candidates may comment.

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

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

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 1	AO1 Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	<u>Texts A and B</u> lexical choices built around activities/ imagination lexical repetition by the teacher		AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	These could include references to: <i>Synoptic theories relating to</i> <ul style="list-style-type: none"> • power • gender • discourse <i>and CLA theories</i> social interactionist cognitive behavioural nativist CDS functions of child language
22-24 <i>Evaluates systematically</i> <i>(writes fluently)</i>	Systematic and evaluative exploration of data using linguistic methods Accurate and perceptive linguistic knowledge Appropriate, controlled and accurate expression	teacher offering labels for unfamiliar nouns teacher's use of diminutive vocatives colloquial lexis	15-16 <i>Synthesises</i>	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	
16-21 <i>Analyses</i> <i>(writes accurately)</i>	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression	complexity and accuracy of children's utterances standard and non-standard language uses	11-14 <i>Explores relevantly</i>	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	
10-15 <i>Begins to analyse</i> <i>(writes competently)</i>	Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication	use of imperatives by children teacher's use of questions deictic references	7-10 <i>Begins to make links</i>	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	

<p>4-9</p> <p><i>Describes with some relevance</i></p> <p><i>(writes adequately)</i></p>	<p>Basic linguistic methods applied, but not convincing Limited linguistic knowledge and understanding Inconsistently clarity and accuracy in communication</p>	<p>short utterances</p> <p>adjacency pairs/turn taking</p> <p>pauses linked to action</p>	<p>3-6</p> <p><i>Describes with some relevance</i></p>	<p>Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal on reference</p>	
<p>1-3</p> <p><i>Paraphrases</i></p> <p><i>(writes without clarity)</i></p>	<p>Linguistic methods applied inaccurately, or not at all Rudimentary linguistic knowledge Lapses in written communication</p>	<p>educational register/style</p> <p>pragmatics – social conventions/politeness features/language and social behaviour modelling</p>	<p>1-2</p> <p><i>Repeats without insight</i></p>	<p>Elementary understanding of language concepts and use More knowledge than relevance shown Occasional reference to language concept, but likely to be misunderstood</p>	
<p>0</p> <p><i>Shows no knowledge</i></p> <p><i>(writes incoherently)</i></p>	<p>Nothing written Unintelligible</p>		<p>0</p> <p><i>Shows no knowledge</i></p>	<p>Nothing written Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors
	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language	Discussion of some of the following effects on language of: <ul style="list-style-type: none"> • varying ages of the children • developmental stages • relationships between the children • play group setting/educational environment • role/function of the teacher • role/choice of structured teaching activities
8 <i>Evaluates systematically</i>	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of contextual factors in the light of language features Integrated and helpful use of the data to support interpretation	
6-7 <i>Analyses</i>	Clear understanding of a range of contextual factors Sound analysis and engagement with contextual factors in the light of language features Fully supported interpretations	
4-5 <i>Begins to analyse</i>	Some consideration and understanding of contextual factors Some awareness of the link between language features and context Ideas generally supported	
2-3 <i>Describes with some relevance</i>	Awareness of one or two factors influencing data – likely to be broad in focus Some limited attempt to analyse audience/purpose/genre/context Some supported points	
1 <i>Paraphrases</i>	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	
0 <i>Shows no knowledge</i>	Nothing written Unintelligible	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 2	AO1 Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	<u>Texts C, D, E, F and G</u> chronology/discourse structure of hand-written diary diary genre conventions length of entries child-focused in content implied narratee/reader direct address to the narratee and politeness strategies shared references to create humour and the child's voice lexical choices around home, family, friends and experiences		AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	These could include references to: Synoptic theories • gender <i>and other relevant discussion of</i>
22-24 <i>Evaluates systematically</i> <i>(writes fluently)</i>	Systematic and evaluative exploration of data using linguistic methods Accurate and perceptive linguistic knowledge Appropriate, controlled and accurate expression	adverbs used to start entries repeated sentences signal waning interest mixture of the past and present tense to describe events use of many compound sentences/some subordination and some elliptical sentences	15-16 <i>Synthesises</i>	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	genre representation multi-modality writing stages of development
16-21 <i>Analyses</i> <i>(writes accurately)</i>	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression		11-14 <i>Explores relevantly</i>	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	literacy stages influence of literacy teaching literacy theories
10-15 <i>Begins to analyse</i> <i>(writes competently)</i>	Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication		7-10 <i>Begins to make links</i>	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	

<p>4-9</p> <p><i>Describes with some relevance</i></p> <p><i>(writes adequately)</i></p>	<p>Basic linguistic methods applied, but not convincing Limited linguistic knowledge and understanding Inconsistently clarity and accuracy in communication</p>	<p>grammatical omissions/non – standard sentences declaratives and exclamatories telegraphic style typical of genre</p> <p>orthography/spelling accuracy/self correction/deliberate spelling choices/use of phonetics and creative guessing emerging punctuation skills</p>	<p>3-6</p> <p><i>Describes with some relevance</i></p>	<p>Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal on reference</p>	
<p>1-3</p> <p><i>Paraphrases</i></p> <p><i>(writes without clarity)</i></p>	<p>Linguistic methods applied inaccurately, or not at all Rudimentary linguistic knowledge Lapses in written communication</p>	<p>multi-modal features graphology- text/image cohesion/personal choices/influenced by computers handwriting</p>	<p>1-2</p> <p><i>Repeats without insight</i></p>	<p>Elementary understanding of language concepts and use More knowledge than relevance shown Occasional reference to language concept, but likely to be misunderstood</p>	
<p>0</p> <p><i>Shows no knowledge</i></p> <p><i>(writes incoherently)</i></p>	<p>Nothing written Unintelligible</p>		<p>0</p> <p><i>Shows no knowledge</i></p>	<p>Nothing written Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors
	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language	Discussion of some of the following effects on language of:
8 <i>Evaluates systematically</i>	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of contextual factors in the light of language features Integrated and helpful use of the data to support interpretation	<ul style="list-style-type: none"> • purpose/genre/audience • role of a gift in encouraging activity • leisure time and holiday activity/ record • influence of school literacy practices
6-7 <i>Analyses</i>	Clear understanding of a range of contextual factors Sound analysis and engagement with contextual factors in the light of language features Fully supported interpretations	<ul style="list-style-type: none"> • influence of environment and personal experiences • links between reading and writing experiences
4-5 <i>Begins to analyse</i>	Some consideration and understanding of contextual factors Some awareness of the link between language features and context Ideas generally supported	<ul style="list-style-type: none"> • social context of diaries • influence of technology
2-3 <i>Describes with some relevance</i>	Awareness of one or two factors influencing data – likely to be broad in focus Some limited attempt to analyse audience/purpose/genre/context Some supported points	
1 <i>Paraphrases</i>	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	
0 <i>Shows no knowledge</i>	Nothing written Unintelligible	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 3	AO1 Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	Text H mode features – planned speech archaic/emotive and formal lexical choices semantic fields of desirable/undesirable attributes and behaviours clichéd collocations/phrases metaphorical style interjections lexical and semantic change features Bible quotations rhetorical features		AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	These could include references to: Synoptic theories • gender • power • representation <i>and other relevant discussion theories</i> transition features between Early/Late Modern English post- Standardisation prescriptive/descriptive attitudes to English
22-24 <i>Evaluates systematically</i> <i>(writes fluently)</i>	Systematic and evaluative exploration of data using linguistic methods Accurate and perceptive linguistic knowledge Appropriate, controlled and accurate expression		15-16 <i>Synthesises</i>	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	
16-21 <i>Analyses</i> <i>(writes accurately)</i>	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression	abstract nouns extended nouns phrases/use of pre and post modification pronoun choices: Direct address to audience/inclusive pronoun for university sentence variety – minor, simple etc. mixture of sentence functions	11-14 <i>Explores relevantly</i>	Clear understanding of a range language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	
10-15 <i>Begins to analyse</i> <i>(writes competently)</i>	Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication		7-10 <i>Begins to make links</i>	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	

<p>4-9</p> <p><i>Describes with some relevance</i></p> <p><i>(writes adequately)</i></p>	<p>Basic linguistic methods applied, but not convincing Limited linguistic knowledge and understanding Inconsistently clarity and accuracy in communication</p>	<p>use of italics to suggest prosody of delivery/stresses on modifiers and biblical references/ exclamations</p> <p>hyphenation of words capitalising of whole words/phrases for emphasis</p> <p>capitalising of nouns use of the long s</p> <p>pragmatics of advice/ moral and spiritual guidance/behaviours</p> <p>educational register discourse structure/ cohesion</p>	<p>3-6</p> <p><i>Describes with some relevance</i></p>	<p>Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal on reference</p>	
<p>1-3</p> <p><i>Paraphrases</i></p> <p><i>(writes without clarity)</i></p>	<p>Linguistic methods applied inaccurately, or not at all Rudimentary linguistic knowledge Lapses in written communication</p>		<p>1-2</p> <p><i>Repeats without insight</i></p>	<p>Elementary understanding of language concepts and use More knowledge than relevance shown Occasional reference to language concept, but likely to be misunderstood</p>	
<p>0</p> <p><i>Shows no knowledge</i></p> <p><i>(writes incoherently)</i></p>	<p>Nothing written Unintelligible</p>		<p>0</p> <p><i>Shows no knowledge</i></p>	<p>Nothing written Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors
	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language	Discussion of some of the following effects on language of:
8 <i>Evaluates systematically</i>	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of contextual factors in the light of language features Integrated and helpful use of the data to support interpretation	<ul style="list-style-type: none"> • Purpose(s)/functions of motivational speech • Role of the speaker • Role/nature of the audience
6-7 <i>Analyses</i>	Clear understanding of a range of contextual factors Sound analysis & engagement with contextual factors in the light of language features Fully supported interpretations	<ul style="list-style-type: none"> • Significance of this first awarding of degrees event to the institution • Religious attitudes and beliefs
4-5 <i>Begins to analyse</i>	Some consideration and understanding of contextual factors Some awareness of the link between language features & context Ideas generally supported	<ul style="list-style-type: none"> • Social context - educational opportunities limited to men/limited access to education of time
2-3 <i>Describes with some relevance</i>	Awareness of one or two factors influencing data – likely to be broad in focus Some limited attempt to analyse audience/purpose/genre/context Some supported points	
1 <i>Paraphrases</i>	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	
0 <i>Shows no knowledge</i>	Nothing written Unintelligible	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 4	AO1 Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	Text I formal/archaic lexis lexical repetition lexical/semantic change polite terms of address Latinate lexical choices		AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	These could include references to: Synoptic theories <ul style="list-style-type: none"> • gender • technology • power
22-24 <i>Evaluates systematically</i> <i>(writes fluently)</i>	Systematic and evaluative exploration of data using linguistic methods Accurate and perceptive linguistic knowledge Appropriate, controlled and accurate expression	sentence complexity male pronoun choices modifiers containing pragmatic meanings about etiquette and behaviour Standard English long noun phrases semi colons to extend sentences	15-16 <i>Synthesises</i>	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	<i>and other relevant discussion of theories</i> prescriptive attitude to English politeness/Face/accommodation representation
16-21 <i>Analyses</i> <i>(writes accurately)</i>	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression	advisory tone/implied writer (male) pragmatics of social conventions – politeness, etiquette etc.	11-14 <i>Explores relevantly</i>	Clear understanding of a range language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	informalisation/personalisation influences of sociolect influences of genre
10-15 <i>Begins to analyse</i> <i>(writes competently)</i>	Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication	Text J features of lexical/semantic change eg neologisms/archaisms/obsolete lexis lexical choices from	7-10 <i>Begins to make links</i>	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	

<p>4-9</p> <p><i>Describes with some relevance</i></p> <p><i>(writes adequately)</i></p>	<p>Basic linguistic methods applied, but not convincing Limited linguistic knowledge and understanding Inconsistently clarity and accuracy in communication</p>	<p>dance terms of address suggesting age of the audience idiomatic and lexical choices appropriate for audience</p> <p>adjectives to appeal to a fashion conscious audience direct address to the female reader non-Standard sentence openings variety of sentence types exclamatory sentences to create tone</p> <p>chatty, conversational and informal tone use of direct speech hyphenated words graphology – bold, font, pictures etc</p>	<p>3-6</p> <p><i>Describes with some relevance</i></p>	<p>Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal on reference</p>	
<p>1-3</p> <p><i>Paraphrases</i></p> <p><i>(writes without clarity)</i></p>	<p>Linguistic methods applied inaccurately, or not at all Rudimentary linguistic knowledge Lapses in written communication</p>		<p>1-2</p> <p><i>Repeats without insight</i></p>	<p>Elementary understanding of language concepts and use More knowledge than relevance shown Occasional reference to language concept, but likely to be misunderstood</p>	
<p>0</p> <p><i>Shows no knowledge (writes incoherently)</i></p>	<p>Nothing written Unintelligible</p>		<p>0</p> <p><i>Shows no knowledge</i></p>	<p>Nothing written Unintelligible</p>	

Marks	Skills Descriptors	Contents Descriptors
	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language	Discussion of some of the following effects on language of:
8 <i>Evaluates systematically</i>	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of contextual factors in the light of language features Integrated and helpful use of the data to support interpretation	<ul style="list-style-type: none"> • Social and cultural changes in social conventions/rules/etiquette/politeness • Social change – gender roles
6-7 <i>Analyses</i>	Clear understanding of a range of contextual factors Sound analysis and engagement with contextual factors in the light of language features Fully supported interpretations	<ul style="list-style-type: none"> • Social change – changing attitudes to class/age • Cultural changes – importance and nature of specific dances
4-5 <i>Begins to analyse</i>	Some consideration and understanding of contextual factors Some awareness of the link between language features and context Ideas generally supported	<ul style="list-style-type: none"> • Cultural changes – changes in musical styles/entertainment
2-3 <i>Describes with some relevance</i>	Awareness of one or two factors influencing data – likely to be broad in focus Some limited attempt to analyse audience/purpose/genre/context Some supported points	<ul style="list-style-type: none"> • Cultural changes – popular culture influences on language
1 <i>Paraphrases</i>	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	
0 <i>Shows no knowledge</i>	Nothing written Unintelligible	