

# **General Certificate of Education January 2011**

English Language B 2706

Developing Language

ENGB3

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation 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.

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: Question	s 1, 2, 3 aı	nd 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	Features of the books:		AO2 Demonstrate	These could include references to:
	a range of linguistic	direct speech		critical understanding	
	methods, to	present tense		of a range of concepts	<ul> <li>gender theories in light of</li> </ul>
	communicate relevant	repeated lexis		and issues related to	male/female parental input
	knowledge using	<ul> <li>semantic fields</li> </ul>		the construction and	
	appropriate	simple sentences		analysis of meanings in	• power
	terminology and	<ul> <li>text-image cohesion</li> </ul>		spoken and written	
	coherent, accurate	<ul> <li>syntactical repetition/</li> </ul>		language, using	<ul> <li>developmental stage of child</li> </ul>
	written expression	simple verbs		knowledge of linguistic	
		use of names		approaches	literacy/reading stages
22–24	Systematic and	monosyllabic lexis	15–16	Perceptive	
	evaluative exploration of	simple adjectives/		understanding of a range	Bruner – LASS
Evaluates	data using linguistic	modification.	Synthesises	of issues	
systematically	methods			Conceptualised	<ul> <li>Vygotsky – scaffolding</li> </ul>
	Accurate and perceptive	(Jake's language use)		discussion of ideas	
(writes	linguistic knowledge	Grammar: non-standard		surrounding topic	CDS strategies
fluently)	Appropriate, controlled	negation; elliptical utterances;		Explores a range of	
	and accurate expression	use of conjunctions.		judicious examples	Skinner – positive reinforcement
16–21	Uses linguistic methods		11–14	Clear understanding of a	
	in a systematic way	Lexis: nouns/labelling;		range of language	other social interactionist/
Analyses	Appropriate and	colloquial lexis; repeating lexis	Explores	concepts and issues	nativist/cognitive theories
	accurate linguistic	from the books.	relevantly	Developed discussion of	
(writes	knowledge			ideas relating to	genre/representation/stereotypes
accurately)	Controlled and accurate	Discourse: turn taking;		concepts/issues	in early books.
	expression	non-fluency; incomplete		Explores a range of well-	
		utterances		selected examples	
10–15	Applies and explores		7–10	Some awareness of	
	some linguistic methods	Pragmatics: completes		language concepts and	
Begins to	Some appropriate	sentences/interprets books,	Begins to	issues	
analyse	linguistic knowledge	shows awareness of the	make links	A number of concepts/	
,	Generally accurate	grammatical/lexical content of		issues discussed – but	
(writes	written communication	the books. Nature of		not fully explored	
competently)		contributions with each parent.		Beginning to select and	
				use salient examples	

4–9	Basic linguistic methods	Parents:	3–6	Limited number of	
	applied, but not	Discourse: questioning		language concepts	
Describes with	convincing	(open/closed); exaggerated	Describes	highlighted	
some	Limited linguistic	pauses as turn-taking cues;	with some	Superficial understanding	
relevance	knowledge and	reading book and directed	relevance	shown	
	understanding	questions involving child;		Often descriptive and/or	
(writes	Inconsistent clarity and	discourse markers; tag		anecdotal examples	
adequately)	accuracy in	questions; mixture of reading		·	
,	communication	books and interaction with			
1–3	Rudimentary linguistic	Jake.	1–2	Elementary	
	knowledge			understanding of	
Paraphrases	Linguistic methods	Lexis: simplified lexis; praise;	Repeats	language concepts and	
	applied inaccurately or	deictic references; lexical	without	use	
(writes without	not at all	choices connected to the	insight	More knowledge than	
clarity)	Lapses in written	books, reptition.	_	relevance shown	
	communication			Occasional reference to	
		Pragmatics: paralinguistics		language concept, but	
		used to show enjoyment;		likely to be	
		humour.		misunderstood	
0	Nothing written		0	Nothing written	
	Unintelligible	Phonology: elongation of		Unintelligible	
Shows no		words to aid Jake.	Shows no		
knowledge			knowledge		
-		Grammar: some elliptical			
(writes		utterances; interrogatives etc.			
incoherently)					

Marks	Skills Descriptors	Contents Descriptors
	AO3 Analyse and evaluate the influence of contextual factors on	Discussion of some of the following
	the production and reception of spoken and written language,	effects on language of:
	showing knowledge of the key constituents of language	
8	Perceptive and insightful exploration of contextual factors	shared reading activity/repeated reading rituals/links to bedtime routine
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the light of language features	
		<ul> <li>roles of early books as part of</li> </ul>
	Integrated and helpful use of the data to support interpretation	both learning and entertainment
6–7	Clear understanding of a range of contextual factors	experiences
Analyses	Sound analysis and engagement with contextual factors in the light of	story books read by adults to
	language features	children
	Fully supported interpretations	<ul> <li>content/interactivity of early</li> </ul>
4–5	Some consideration and understanding of contextual factors	books
Begins to analyse	Some awareness of the link between language features and context	purposes of early reading books
	Ideas generally supported	dual audiences for children's
2–3	Awareness of one or two factors influencing data – likely to be broad	books
	in focus	and of shild
Describes with some relevance		age of child
	Some limited attempt to analyse audience/purpose/genre/context	domestic situation
	Some supported points	
1	Little or no attempt to explore issues of	nature of relationships between
	audience/purpose/genre/context	parents and child.
Paraphrases		
	Superficial/generalised response to data	
	Likely to paraphrase/summarise	
0	Nothing written	
Shows no knowledge	Unintelligible	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 2	AO1 Select and	Text C		AO2 Demonstrate	The could include
	apply a range of			critical	references to:
	linguistic	Graphology: personalising		understanding of a	
	methods, to	template; layout (spaces		range of concepts	• genre
	communicate	for words and pictures);		and issues related to	
	relevant	smiley face and double		the construction and	literacy
	knowledge using	ticks; lack of punctuation;		analysis of	concepts/theories
	appropriate	finger spaces between		meanings in spoken	
	terminology and	words; child's labelling and		and written	<ul> <li>writing/spelling stages</li> </ul>
	coherent,	use of pictures/drawing.		language, using	
	accurate written			knowledge of	National Literacy
	expression	Orthography: letter		linguistic	strategies
		shapes/formations;		approaches	
22–24	Systematic and	spelling choices.	15–16	Perceptive	<ul> <li>multimodality.</li> </ul>
	evaluative			understanding of a	
Evaluates	exploration of data	Grammar: simple	Synthesises	range of issues	
systematically	using linguistic	sentences.		Conceptualised	
	methods			discussion of ideas	
(writes fluently)	Accurate and	Lexis: field specific.		surrounding topic	
	perceptive linguistic			Explores a range of	
	knowledge			judicious examples	
	Appropriate,				
	controlled and				
	accurate				
	expression				
16–21	Uses linguistic		11–14	Clear understanding	
	methods in a			of a range of language	
Analyses	systematic way		Explores	concepts and issues	
	Appropriate and		relevantly	Developed discussion	
(writes accurately)	accurate linguistic			of ideas relating to	
	knowledge			concepts/issues	
	Controlled and			Explores a range of	
	accurate			well-selected	
	expression			examples	

10–15	Applies and	Text D	7–10	Some awareness of	
10-10	explores some	TOAL D	7-10	language concepts	
Begins to analyse	linguistic methods	Graphology: new lines for	Begins to	and issues	
Begins to analyse	Some appropriate	new ideas; pictures.	make links	A number of concepts/	
(writes	linguistic	new ideas, pictures.	make iinks	issues discussed – but	
competently)	knowledge	Grammar: declaratives;		not fully explored	
competently)	Generally accurate	progressive aspect;		Beginning to select	
	written	present/past tense.		and use salient	
	communication	present/past tense.		examples	
4–9	Basic linguistic	Orthography: letter	3–6	Limited number of	
4-5	methods applied,	formation; spelling	3-6	language concepts	
Describes with	but not convincing	choices.	Describes	highlighted	
some relevance	9	Choices.	with some	Superficial	
Some relevance	Limited linguistic knowledge and	Lexis: scientific register;	relevance	understanding shown	
(writes	understanding	field specific choices; word	relevance	Often descriptive	
,	9	classes (including nouns,		and/or anecdotal	
adequately)	Inconsistent clarity	pronouns, adjectives etc).			
	and accuracy in communication	pronouns, adjectives etc).		examples	
1–3		Discourse: chronological	1–2	Floresistem	
1-3	Rudimentary	structure suited to genre	1-2	Elementary	
Davanhuasas	linguistic		Dama ata	understanding of	
Paraphrases	knowledge	(method, experiment,	Repeats	language concepts	
(ita aitla at	Linguistic methods	prediction and findings).	without	and use	
(writes without	applied inaccurately	Dragmatica, tagabar	insight	More knowledge than	
clarity)	or not at all	Pragmatics: teacher		relevance shown	
	Lapses in written	feedback.		Occasional reference	
	communication			to language concept,	
				but likely to be	
	N1 (1.2. 20)			misunderstood	
0	Nothing written		0	Nothing written	
	Unintelligible			Unintelligible	
Shows no			Shows no		
knowledge			knowledge		
(writes					
incoherently)					

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	Perceptive and insightful exploration of contextual factors	school practices
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the light of language features	<ul><li>school curriculum</li><li>age/development</li></ul>
	Integrated and helpful use of the data to support interpretation	agora o ropinon
6–7	Clear understanding of a range of contextual factors	• purpose
Analyses	Sound analysis and engagement with contextual factors in the light of language features	• audience
	Fully supported interpretations	task rooted in a physical activity (experiment)
4–5	Some consideration and understanding of contextual factors	
Begins to analyse	Some awareness of the link between language features and context	<ul> <li>social values placed on scientific discourse.</li> </ul>
	Ideas generally supported	
2–3	Awareness of one or two factors influencing data – likely to be broad	
	in focus	
Describes with some		
relevance	Some limited attempt to analyse audience/purpose/genre/context	
	Some supported points	
1	Little or no attempt to explore issues of	
	audience/purpose/genre/context	
Paraphrases		
	Superficial/generalised response to data	
	Likely to paraphrase/summarise	
0	Nothing written	
Shows no knowledge	Unintelligible	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 3	AO1 Select and	Text E		AO2 Demonstrate	These could include
	apply a range of			critical	references to:
	linguistic methods,	Rhetoric: repetition; lists		understanding of a	
	to communicate	and questions.		range of concepts	• power
	relevant knowledge	-		and issues related to	theories/concepts
	using appropriate	Grammar: complex		the construction and	-
	terminology and	sentences; declaratives,		analysis of	• technology
	coherent, accurate	interrogatives.		meanings in spoken	theories/concepts
	written expression	J		and written	•
		Lexis/semantics:		language, using	• prescriptivism/
		metaphorical style/		knowledge of	descriptivism
		choices; formal and		linguistic	Į.
		informal lexical choices;		approaches	• codification
22–24	Systematic and	pronouns; field specific	15–16	Perceptive	
	evaluative	lexis.		understanding of a	informalisation
Evaluates	exploration of data		Synthesises	range of issues	
systematically	using linguistic	Graphology: bold,		Conceptualised	views of specific
<i></i>	methods	punctuation and italics.		discussion of ideas	linguists
(writes fluently)	Accurate and	Paristance:		surrounding topic	ga
(wites maskey)	perceptive linguistic	Discourse: structure of		Explores a range of	• mode
	knowledge	dictionary entries.		judicious examples	
	Appropriate,	arearerrary errarreer		Jadiolodo oxampioo	genre (article/dictionary)
	controlled and				entries)
	accurate expression				
16–21	Uses linguistic		11–14	Clear understanding	processes of language
	methods in a		'. '-	of a range of	change
Analyses	systematic way		Explores	language concepts	
Milalyoco	Appropriate and		relevantly	and issues	lexicography and
(writes accurately)	accurate linguistic		lolovallay	Developed discussion	language
(Willow addurately)	knowledge			of ideas relating to	standardisation
	Controlled and			concepts/issues	debates.
	accurate expression			Explores a range of	
	assurate expression			well-selected	
				examples	

40.45	A 1: 1 1	- 40		
10–15	Applies and explores	7–10	Some awareness of	
	some linguistic		language concepts	
Begins to analyse	methods	Begins to	and issues	
	Some appropriate	make links	A number of	
(writes competently)	linguistic knowledge		concepts/ issues	
	Generally accurate		discussed – but not	
	written		fully explored	
	communication		Beginning to select	
			and use salient	
			examples	
4–9	Basic linguistic	3–6	Limited number of	
-	methods applied, but		language concepts	
Describes with some	not convincing	Describes	highlighted	
relevance	Limited linguistic	with some	Superficial	
70.010.700	knowledge and	relevance	understanding shown	
(writes adequately)	understanding		Often descriptive	
(Willow adoquatory)	Inconsistent clarity		and/or anecdotal	
	and accuracy in		examples	
	communication		S.ampiec	
1–3	Rudimentary	1–2	Elementary	
. •	linguistic knowledge		understanding of	
Paraphrases	Linguistic methods	Repeats	language concepts	
rarapmases	applied inaccurately	without	and use	
(writes without clarity)	or not at all	insight	More knowledge than	
(Writes Without Clarity)	Lapses in written	ll lisigit.	relevance shown	
	communication		Occasional reference	
	Communication			
			to language concept, but likely to be	
			misunderstood	
0	Nothing written	0		
U	Nothing written	0	Nothing written	
Chave no knowleds	Unintelligible	Ohama iaa	Unintelligible	
Shows no knowledge		Shows no		
(contractors of the		knowledge		
(writes incoherently)				

Marks	Skills Descriptors	Contents Descriptors
	AO3 Analyse and evaluate the influence of contextual factors	Discussion of some of the following
	on the production and reception of spoken and written	effects on language of:
	language, showing knowledge of the key constituents of	
	language	<ul> <li>prestige/status of text producer</li> </ul>
8	Perceptive and insightful exploration of contextual factors	
		audience
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the	
	light of language features	online mode of reception
	Integrated and helpful use of the data to support interpretation	purpose/role/historical context of
6–7	Clear understanding of a range of contextual factors	dictionaries
Analyses	Sound analysis and engagement with contextual factors in the light	impact of technology on language
	of language features	change and ephemeral nature of dictionary
	Fully supported interpretations	
4–5	Some consideration and understanding of contextual factors	social/political changes
Begins to analyse	Some awareness of the link between language features and context	role of lexicographers
	Ideas generally supported	contextual factors that lead to
2–3	Awareness of one or two factors influencing data – likely to be	neologisms or semantic change
	broad in focus	as evidenced in the data
Describes with some		(eg cultural/media).
relevance	Some limited attempt to analyse audience/purpose/genre/context	
		purpose/s of article.
	Some supported points	
1	Little or no attempt to explore issues of	
	audience/purpose/genre/context	
Paraphrases	Superficial/generalised response to data	
	Likely to paraphrase/summarise	
0	Nothing written	
	Unintelligible	
Shows no knowledge		

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 4	AO1 Select and	Text F (1719)		AO2 Demonstrate	These could include references
	apply a range of			critical	to:
	linguistic methods,	Graphology: continuous		understanding of a	
	to communicate	paragraph; italics; font;		range of concepts	• power
	relevant knowledge	punctuation (non-		and issues related	
	using appropriate	standard capitalisation		to the construction	genre (written transcript of
	terminology and	etc).		and analysis of	speech/trial proceedings)
	coherent, accurate			meanings in spoken	
	written expression	Orthography: Long ∫;		and written	<ul> <li>representation</li> </ul>
		apostrophes.		language, using	
				knowledge of	<ul> <li>standardisation</li> </ul>
		Discourse: narrative;		linguistic	
		outline of crime, evidence		approaches	attitudes to language
22–24	Systematic and	and sentence; reported	15–16	Perceptive	
	evaluative	speech.		understanding of a	prescriptive/descriptive
Evaluates	exploration of data		Synthesises	•	debates
systematically	using linguistic	Lexis/semantics: legal		Conceptualised	
	methods	register; field specific		discussion of ideas	processes of language
(writes	Accurate and	lexis; archaic money		surrounding topic	change.
fluently)	perceptive linguistic	terms; terms of address		Explores a range of	
	knowledge	0		judicious examples	
	Appropriate,	Grammar: relative			
	controlled and	clauses; coordinating and			
16–21	accurate expression	subordinating conjunctions; past tense;	44.44	Clear understanding	-
16-21	Uses linguistic methods in a	archaic verb choices;	11–14	Clear understanding of a range of	
Analyses		sentence complexity;	Evalores	•	
Analyses	systematic way Appropriate and	passive voice; syntax;	Explores relevantly	language concepts and issues	
(writes	accurate linguistic	modality.	relevariliy	Developed discussion	
accurately)	knowledge	adinty.		of ideas relating to	
accuratory)	Controlled and	Pragmatics: vagueness of		concepts/issues	
	accurate expression	evidence/hearsay.		Explores a range of	
	accarate expression			well-selected	
				examples	

40.45		T (0 (4040)	- 40	
10–15	Applies and explores	Text G (1912)	7–10	Some awareness of
_	some linguistic			language concepts
Begins to	methods	Graphology:	Begins to	and issues
analyse	Some appropriate	paragraphing; font;	make links	A number of
	linguistic knowledge	punctuation etc.		concepts/ issues
(writes	Generally accurate			discussed – but not
competently)	written	Discourse: declaration of		fully explored
,	communication	guilt; outline of crime;		Beginning to select
		sentence.		and use salient
				examples
4–9	Basic linguistic	Lexis/semantics: legal	3–6	Limited number of
	methods applied, but	register; field specific		language concepts
Describes with	not convincing	lexis; archaic lexis; terms	Describes	highlighted
some	Limited linguistic	of address.	with some	Superficial
relevance	knowledge and		relevance	understanding shown
1010141100	understanding	Grammar: complex	7070147700	Often descriptive
(writes	Inconsistent clarity	sentences; relative		and/or anecdotal
adequately)	and accuracy in	clauses; third person;		examples
aucquatery)	communication	past tense; passive voice;		Champies
1–3	Rudimentary	declaratives.	1–2	Elementary
1-3	linguistic knowledge	decidiatives.	1-2	understanding of
Paranhrasas	Linguistic methods	Pragmatics: emphasis on	Repeats	
Paraphrases	, •	good character.	without	language concepts and use
(	applied inaccurately	good character.		
(writes without	or not at all		insight	More knowledge than
clarity)	Lapses in written			relevance shown
	communication			Occasional reference
				to language concept,
				but likely to be
				misunderstood
0	Nothing written		0	Nothing written
Shows no	Unintelligible			Unintelligible
knowledge			Shows no	
(writes			knowledge	
incoherently)				

Marks	Skills Descriptors		Contents Descriptors		
	AO3 Analyse and evaluate the influence of contextual factors on the	Di	Discussion of some of the following		
	production and reception of spoken and written language, showing	eff	fects on language of:		
	knowledge of the key constituents of language				
8	Perceptive and insightful exploration of contextual factors	•	law/crime and punishment		
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the light of language features	•	changing social/political/historic contexts and attitudes		
	Integrated and helpful use of the data to support interpretation	•	context of production – permanent		
6–7	Clear understanding of a range of contextual factors		record of Old Bailey trials		
Analyses	Sound analysis and engagement with contextual factors in the light of language features	•	status of text producer		
	Fully supported interpretations	•	public content/availability of records/ impact of technology		
4–5	Some consideration and understanding of contextual factors				
		•	nature of intended audience/s		
Begins to	Some awareness of the link between language features and context				
analyse		•	purpose of record		
	Ideas generally supported				
2–3	Awareness of one or two factors influencing data – likely to be broad in focus	•	court text.		
Describes with some	Some limited attempt to analyse audience/purpose/genre/context				
relevance	Some supported points				
1	Little or no attempt to explore issues of audience/purpose/genre/context				
	Superficial/generalised response to data				
Paraphrases	Likely to paraphrase/summarise				
0	Nothing written				
Shows no	Unintelligible				
knowledge					