

General Certificate of Education June 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

Module 3 allows candidates to demonstrate their understanding of the key concepts and theories surrounding language study and examines two topic areas:

- the acquisition of English by children
- the growth 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 module 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 a	Briony		AO2 Demonstrate critical	These could include
	range of linguistic methods,	(Texts A, B, and C)		understanding of a range of	references to:
	to communicate relevant			concepts and issues related to the	
	knowledge using	Pragmatics: non-verbal		construction and analysis of	gender
	appropriate terminology and	communication (noises		meanings in spoken and written	
	coherent, accurate written	and pointing) and use of		language, using knowledge of	• power
	expression	prosodic features to		linguistic approaches	
22–24	Systematic and evaluative	suggest meaning;	15–16	Perceptive understanding of a range	child language
	exploration of data using	requests for interaction.		of issues	acquisition perspectives
Evaluates	linguistic methods	5	Synthesises	Conceptualised discussion of ideas	(nativist, behavioural,
systematically	Accurate and perceptive	Phonological: deletion;		surrounding and topic	cognitive and social
(linguistic knowledge	reduplication;		Explores a range of judicious	interactionist)
(writes fluently)	Appropriate, controlled and	substitution etc.		examples	
40.04	accurate expression	Lexis/semantics:	44 44	Ola an una de materia disea e fi a manage	language functions
16–21	Uses linguistic methods in a		11–14	Clear understanding of a range	
Analyses	systematic way	overextension; simple and repeated lexical	- Cymleses	language concepts and issues	individual acquisition
Analyses	Appropriate and accurate linguistic knowledge	choices; deictic	Explores relevantly	Developed discussion of ideas relating to concepts/issues	experiments/studies
(writes	Controlled and accurate	references.	relevarilly	Explores a range of well-selected	applicable to the data.
accurately)	expression	references.		examples	
10–15	Applies and explores some	Grammatical: features of	7–10	Some awareness of language	CDS/scaffolding
10-13	linguistic methods	two-word stage	7-10	concepts and issues	theories
Begins to	Some appropriate linguistic	including inflections and	Begins to	A number of concepts/issues	
analyse	knowledge	syntax/word order;	make links	discussed – but not fully explored	communicative
anaryse	Generally accurate written	question words; early	make iiiks	Beginning to select and use salient	competence
(writes	communication	stage of negation.		examples	-4
competently)				o.a.iipioo	stages of development.
4–9	Basic linguistic methods	Discourse: turn-taking.	3–6	Limited number of language	Theories and concents may
	applied, but not convincing	_		concepts highlighted	Theories and concepts may be used to challenge as
Describes with	Limited linguistic knowledge		Describes	Superficial understanding shown	well as support evidence
some relevance	and understanding		with some	Often descriptive and/or anecdotal	from the texts.
	Inconsistently clarity and		relevance	examples	Hom the texts.
(writes	accuracy in communication				
adequately)	_				
	l .	1		l .	

1–3	Rudimentary linguistic	Mother	1–2	Elementary understanding of	
	knowledge	(Texts B and C)		language concepts and use	
Paraphrases	Linguistic methods applied		Repeats	More knowledge than relevance	
	inaccurate or not at all		without	shown	
(writes without	Lapses in written	Features of CDS	insight	Occasional reference to language	
clarity)	communication	including:		concept, but likely to be	
- ,		• repetition		misunderstood	
0	Nothing written	higher pitch	0	Nothing written	1
	Unintelligible	use of child's name		Unintelligible	
Shows no		yes/no questioning	Shows no		
knowledge		turn-taking cues	knowledge		
		use of names			
(writes		terms of endearment			
incoherently)		politeness strategies			
		• tag questions			
		• pauses			
		•			
		• etc.			

Marks	Skills Descriptors	Contents Descriptors
	AO3 Analyse and evaluate the influence of contextual factors on the production and	Discussion of some of the following effects
	reception of spoken and written language, showing knowledge of the key constituents of language	on language of:
8	Perceptive and insightful exploration of contextual factors	 environment – effect of home and unfamiliar contexts
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the light of language features	routines, eg nappy changing
,	Integrated and helpful use of the data to support interpretation	
6–7	Clear understanding of a range of contextual factors	cultural influences, eg nursery rhymes
Analyses	Sound analysis and engagement with contextual factors in the light of language features	relationships between children and
	Fully supported interpretations	caregivers
4–5	Some consideration and understanding of contextual factors	
		 social purposes of interactions.
Begins to analyse	Some awareness of the link between language features and context	
-	Ideas generally supported	
2–3	Awareness of one or two factors influencing data – likely to be broad in focus	
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	
Paraphrases	Superficial/generalised response to the 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 apply a	Texts D and E		AO2 Demonstrate critical	These could include
	range of linguistic			understanding of a range of	references to:
	methods, to	Graphology:		concepts and issues related to	
	communicate relevant	 handwriting 		the construction and analysis	• genre: narrative
	knowledge using	 punctuation (capitalisation, 		of meanings in spoken and	
	appropriate	commas, exclamation marks		written language, using	• genre: planning
	terminology and	etc.)		knowledge of linguistic	sheet
	coherent, accurate	 recreation of work 		approaches	
	written expression	use of picture to create a			 representation
22–24	Systematic and	spider diagram.	15–16	Perceptive understanding of a	
	evaluative exploration of			range of issues	• register
Evaluates	data using linguistic	Orthography:	Synthesises	Conceptualised discussion of	
systematically	methods	letters (formation)		ideas surrounding and topic	 writing/spelling
	Accurate and perceptive	spelling choices (insertion,		Explores a range of judicious	stages
(writes fluently)	linguistic knowledge	overgeneralisation etc).		examples	
	Appropriate, controlled				National Literacy
	and accurate expression	Self-correction and teacher			strategies/
16–21	Uses linguistic methods	correction.	11–14	Clear understanding of a range	teaching
	in a systematic way			language concepts and issues	strategies.
Analyses	Appropriate and	Grammar:	Explores	Developed discussion of ideas	
	accurate linguistic	 variation in sentence types 	relevantly	relating to concepts/issues	
(writes	knowledge	 exclamatories 		Explores a range of well-selected	
accurately)	Controlled and accurate	• tense		examples	
	expression	modification.			
10–15	Applies and explores		7–10	Some awareness of language	
_	some linguistic methods	Lexis/Semantics:		concepts and issues	
Begins to	Some appropriate	• noun phrases	Begins to	A number of concepts/issues	
analyse	linguistic knowledge	adjectives	make links	discussed – but not fully explored	
	Generally accurate	ambitious lexis		Beginning to select and use	
(writes	written communication	semantic fields.		salient examples	
competently)					

4–9 Describes with some relevance (writes adequately)	Basic linguistic methods applied, but not convincing Limited linguistic knowledge and understanding Inconsistently clarity and accuracy in communication	Discourse: narrative structure planning choice of character features order of description. Pragmatics: attempts to please through neat handwriting choice of ambitious lexis.	3–6 Describes with some relevance	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal examples	
1–3	Rudimentary linguistic knowledge		1–2	Elementary understanding of language concepts and use	
Paraphrases	Linguistic methods applied inaccurate or		Repeats without	More knowledge than relevance shown	
(writes without	not at all		insight	Occasional reference to language	
clarity)	Lapses in written communication			concept, but likely to be misunderstood	
0	Nothing written unintelligible		0	Nothing written 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	Discussion of some of the following
	and reception of spoken and written language, showing knowledge of the key constituents of language	effects on language of:
8	Perceptive and insightful exploration of contextual factors	school/classroom context
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the light of language features	writing for learning, assessment and targets (specified literacy task,
	Integrated and helpful use of the data to support interpretation	planning, correction, display
6–7	Clear understanding of a range of contextual factors	etc.)
Analyses	Sound analysis and engagement with contextual factors in the light of language features	influence of prior reading
	Fully supported interpretations	 awareness of writing for
4–5	Some consideration and understanding of contextual factors	audience and purpose.
Begins to analyse	Some awareness of the link between language features and context	
	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 the data	
	Likely to paraphrase/summarise	
0	Nothing written	
Shows no knowledge	Unintelligible	

range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression 22–24 Systematic and evaluative exploration of data using linguistic methods / Accurate and perceptive linguistic knowledge Appropriate, controlled and accurate expression 16–21 Uses linguistic methods / Appropriate and accurate expression in a systematic way Appropriate expression in a systematic way expersion excurately) expression 10–15 Applies and explores some linguistic knowledge (writes competently) Regins to analyse (writes (competently)) Regins to analyse (concepts and issues (concepts and issues (concepts and issues) Regins to analyse (competently	Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
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Coherent, accurate written expression						• power
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linguistic knowledge Appropriate, controlled and accurate expression	systematically	methods	 archaic spelling 		ideas surrounding and topic	
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linguistic knowledge		, ,	different Q&As.			
(writes accurately)Controlled and accurate expression• formality and informality (real and mock)Explores a range of well-selected examples10–15Applies and explores some linguistic methods Some appropriate linguistic knowledge (writes competently)Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication• metaphors • specific register for problem pages examples of lexical and semantic change examplesBegins to make linksA number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples• processes of language change.	Analyses	1		•		
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linguistic knowledge	_ , , ,		•		•	
(writes competently) Generally accurate written communication • examples of lexical and semantic change • change • semantic fields • examples of lexical and semantic examples • change • semantic fields • processes of language change.	Begins to analyse		· · ·	_	·	
competently) written communication and semantic change the semantic fields examples examples order="1"	, ,,	, ,		make links		debates
change semantic fields	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	1	•			• processes of language
semantic fields	competently)	written communication			examples	
			_			Change.
Page 10 and 10			mode of address			
• euphemisms/puns.						
- Capitoliticipano.			- ouprioringing/puris.			

4–9	Basic linguistic methods	Grammar:	3–6	Limited number of language
	applied, but not	 inflections 		concepts highlighted
Describes with	convincing	negation	Describes	Superficial understanding shown
some relevance	Limited linguistic	 modality 	with some	Often descriptive and/or anecdotal
	knowledge and	 imperatives 	relevance	examples
(writes	understanding	 non-standard 		
adequately)	Inconsistently clarity and	English		
	accuracy in	 syntax/sentence 		
	communication	complexity		
1–3	Rudimentary linguistic	 conditional clauses 	1–2	Elementary understanding of
	knowledge	declarative/		language concepts and use
Paraphrases	Linguistic methods	exclamatory moods	Repeats	More knowledge than relevance
	applied inaccurate or not	• tense.	without	shown
(writes without	at all		insight	Occasional reference to language
clarity)	Lapses in written	Pragmatics: politeness		concept, but likely to be
	communication	(real and mock);		misunderstood
0	Nothing written	jokey/serious tones	0	Nothing written
	Unintelligible	adopted in different		Unintelligible
Shows no		answers based on	Shows no	
knowledge		subject and/or gender	knowledge	
		of the addressee.		
(writes				
incoherently)		Phonology: alliteration;		
		discussion of		
		phonology in Text K.		

Marks	Skills Descriptors	Contents Descriptors
	AO3 Analyse and evaluate the influence of contextual factors on the production and	Discussion of some of the
	reception of spoken and written language, showing knowledge of the key	following effects on language of:
	constituents of language	
8	Perceptive and insightful exploration of contextual factors	literate audience
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the light of language features	purpose (inform, advise, entertain)
	Integrated and helpful use of the data to support interpretation	
6–7	Clear understanding of a range of contextual factors	writers (of the questions and answers)
Analyses	Sound analysis and engagement with contextual factors in the light of language features	
,		 magazines and their role
	Fully supported interpretations	in literacy practices
4–5	Some consideration and understanding of contextual factors	
Begins to analyse	Some awareness of the link between language features and context	 problem pages as an evolving genre
	Ideas generally supported	specific contexts raised
2–3	Awareness of one or two factors influencing data – likely to be broad in focus	by individual questions:
Describes with some	Some limited attempt to analyse audience/purpose/genre/context	relationships, social attitudes, fashion, attitudes to language etc
relevance	Comp augmented mainta	attitudes to language etc
1	Some supported points	• 18 th century society
1	Little or no attempt to explore issues of audience/purpose/genre/context	lo century society
Paraphrases	Superficial/generalised response to the data	similarities with modern magazines.
	Likely to paraphrase/summarise	
0	Nothing written	1
Shows no		
knowledge	Unintelligible	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 4	AO1 Select and apply a	Text L		AO2 Demonstrate critical	These could include
	range of linguistic			understanding of a range of	references to:
	methods, to communicate	Graphology/layout:		concepts and issues related to	
	relevant knowledge using	subheadings; justification;		the construction and analysis of	 technology
	appropriate terminology	varied punctuation; use of		meanings in spoken and written	
	and coherent, accurate	tables.		language, using knowledge of	• power
	written expression			linguistic approaches	
22–24	Systematic and evaluative	Grammar: passive voice;	15–16	Perceptive understanding of a	newspaper/
	exploration of data using	present tense; occasional		range of issues	journalistic genre
Evaluates	linguistic methods	archaic syntax; range of	Synthesises	Conceptualised discussion of ideas	
systematically	Accurate and perceptive	sentence types; exclamatory		surrounding and topic	 informalisation
	linguistic knowledge	and declarative moods.		Explores a range of judicious	
(writes fluently)	Appropriate, controlled and			examples	• issues of
	accurate expression	Lexis/semantics: weather and			representation
16–21	Uses linguistic methods in a	forecasting field specific	11–14	Clear understanding of a range	
	systematic way	lexis; emotive and descriptive		language concepts and issues	 processes of
Analyses	Appropriate and accurate	adjectives; personification of	Explores	Developed discussion of ideas	language change
	linguistic knowledge	places; archaisms.	relevantly	relating to concepts/issues	
(writes	Controlled and accurate			Explores a range of well-selected	 narrative
accurately)	expression	Discourse: direct speech;		examples	relationships/style.
10–15	Applies and explores some	focus on Britain and the rest	7–10	Some awareness of language	
	linguistic methods	of Europe.		concepts and issues	
Begins to analyse	Some appropriate linguistic		Begins to	A number of concepts/issues	
	knowledge	Pragmatics: London-centric	make links	discussed – but not fully explored	
(writes	Generally accurate written	approach to forecast; focuses		Beginning to select and use salient	
competently)	communication	on effect on land.		examples	
4–9	Basic linguistic methods		3–6	Limited number of language	
	applied, but not convincing			concepts highlighted	
Describes with	Limited linguistic knowledge		Describes	Superficial understanding shown	
some relevance	and understanding		with some	Often descriptive and/or anecdotal	
	Inconsistently clarity and		relevance	examples	
(writes	accuracy in communication				
adequately)					

1–3	Rudimentary linguistic	Text M	1–2	Elementary understanding of	
Paraphrases	knowledge Linguistic methods applied	Graphology: web layout/short	Repeats	language concepts and use More knowledge than relevance	
, arapmasss	inaccurate or not at all	paragraphs.	without	shown	
(writes without	Lapses in written		insight	Occasional reference to language	
clarity)	communication	Grammar: active voice/variety		concept, but likely to be	
		of sentence types/present and		misunderstood	
0	Nothing written	past tense/declaratives.	0	Nothing written	
01	unintelligible	Lavialaanantiaa	0.4	Unintelligible	
Shows no		Lexis/semantics:	Shows no		
knowledge		abbreviations (met); adjectives; noun phrases;	knowledge		
(writes		modal verbs; hyperbolic and			
incoherently)		emotive language;			
,		neologisms; medical lexis.			
		Discourse: direct speech from			
		range of speakers; focus on			
		upcoming weather conditions			
		in the UK only.			
		Pragmatics: focuses on the			
		effects of floods on people.			

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	contexts of production: newspaper genre and journalists			
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the light of language features	context of reception: intended audiences for The Daily Telegraph			
	Integrated and helpful use of the data to support interpretation	audiences for The Daily Telegraph			
6–7 Analyses	Clear understanding of a range of contextual factors Sound analysis and engagement with contextual factors in the light of language features	technology: web-based modern newspapers and traditional paper- based ones			
	Fully supported interpretations				
4–5	Some consideration and understanding of contextual factors	speed of access to information (web versus next day newspapers)			
Begins to analyse	Some awareness of the link between language features and context	purpose(s): inform/entertain/advisory			
	Ideas generally supported				
2–3	Awareness of one or two factors influencing data – likely to be broad in focus	social changes: changing focus from the effect on agriculture to the effect on			
Describes with some relevance	Some limited attempt to analyse audience/purpose/genre/context	people			
	Some supported points	social changes: nature of experts			
1	Little or no attempt to explore issues of audience/purpose/genre/context	presented in each article.			
Paraphrases	Superficial/generalised response to the data				
	Likely to paraphrase/summarise				
0	Nothing written				
Shows no					
knowledge	Unintelligible				

Convert raw	marks into	marks on the	ne Uniform	Mark Sca	ale (UMS) b	by visiting	the link	below:
www.aga.or	g.uk/umsco	nversion.						