**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.

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: 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**	**Briony (Texts A, B, and C)** **Pragmatics: non-verbal communication (noises and pointing) and use of prosodic features to suggest meaning; requests for interaction.**		**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: • **gender** • **power**
22–24 *Evaluates systematically* *(writes fluently)*	Systematic and evaluative exploration of data using linguistic methods Accurate and perceptive linguistic knowledge Appropriate, controlled and accurate expression	**Phonological: deletion; reduplication; substitution etc.**	**15–16** *Synthesises*	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding and topic Explores a range of judicious examples	• **child language acquisition perspectives (nativist, behavioural, cognitive and social interactionist)** • **language functions**
16–21 *Analyses* *(writes accurately)*	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression	**Lexis/semantics: overextension; simple and repeated lexical choices; deictic references.**	**11–14** *Explores relevantly*	Clear understanding of a range language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	• **individual acquisition experiments/studies applicable to the data.** • **CDS/scaffolding theories**
10–15 *Begins to analyse* *(writes competently)*	Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication	**Grammatical: features of two-word stage including inflections and syntax/word order; question words; early stage of negation.**	**7–10** *Begins to make links*	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	• **communicative competence** • **stages of development.**
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: turn-taking.**	**3–6** *Describes with some relevance*	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal examples	**Theories and concepts may be used to challenge as well as support evidence from the texts.**

| **1–3**

Paraphrases

(writes without clarity) | Rudimentary linguistic knowledge
Linguistic methods applied inaccurate or not at all
Lapses in written communication | **Mother**
(Texts B and C)

Features of CDS including:
• **repetition** | **1–2**

Repeats without insight | Elementary understanding of language concepts and use
More knowledge than relevance shown
Occasional reference to language concept, but likely to be misunderstood | |
| **0**

Shows no knowledge

(writes incoherently) | Nothing written
Unintelligible | • **higher pitch**
• **use of child's name**
• **yes/no questioning**
• **turn-taking cues**
• **use of names**
• **terms of endearment**
• **politeness strategies**
• **tag questions**
• **pauses**
• **etc.** | **0**

Shows no knowledge | Nothing written
Unintelligible | |

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 Evaluates systematically	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of contextual factors in the light of language features Integrated and helpful use of the data to support interpretation	• **environment – effect of home and unfamiliar contexts** • **routines, eg nappy changing**
6–7 Analyses	Clear understanding of a range of contextual factors Sound analysis and engagement with contextual factors in the light of language features Fully supported interpretations	• **cultural influences, eg nursery rhymes** • **relationships between children and caregivers**
4–5 Begins to analyse	Some consideration and understanding of contextual factors Some awareness of the link between language features and context Ideas generally supported	• **social purposes of interactions.**
2–3 Describes with some relevance	Awareness of one or two factors influencing data – likely to be broad in focus Some limited attempt to analyse audience/purpose/genre/context Some supported points	
1 Paraphrases	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	
0 Shows no knowledge	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**	**Texts D and E** **Graphology:** • handwriting • punctuation (capitalisation, commas, exclamation marks etc.) • recreation of work • use of picture to create a spider diagram.		**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: • **genre: narrative** • **genre: planning sheet** • **representation**
22–24 *Evaluates systematically* *(writes fluently)*	Systematic and evaluative exploration of data using linguistic methods Accurate and perceptive linguistic knowledge Appropriate, controlled and accurate expression	**Orthography:** • letters (formation) • spelling choices (insertion, overgeneralisation etc). **Self-correction and teacher**	**15–16** *Synthesises*	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding and topic Explores a range of judicious examples	• **register** • **writing/spelling stages** • **National Literacy strategies/ teaching strategies.**
16–21 *Analyses* *(writes accurately)*	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression	**correction.** **Grammar:** • variation in sentence types • exclamatories • tense • modification.	**11–14** *Explores relevantly*	Clear understanding of a range language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	
10–15 *Begins to analyse* *(writes competently)*	Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication	**Lexis/Semantics:** • noun phrases • adjectives • ambitious lexis • semantic fields.	**7–10** *Begins to make links*	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	

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 *Paraphrases* *(writes without clarity)*	Rudimentary linguistic knowledge Linguistic methods applied inaccurate or not at all Lapses in written communication		**1–2** *Repeats without insight*	Elementary understanding of language concepts and use More knowledge than relevance shown Occasional reference to language concept, but likely to be misunderstood	
0 *Shows no knowledge* *(writes incoherently)*	Nothing written unintelligible		**0** *Shows no knowledge*	Nothing written Unintelligible	

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 Evaluates systematically	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of contextual factors in the light of language features Integrated and helpful use of the data to support interpretation	• **school/classroom context** • **writing for learning, assessment and targets (specified literacy task, planning, correction, display etc.)**
6–7 Analyses	Clear understanding of a range of contextual factors Sound analysis and engagement with contextual factors in the light of language features Fully supported interpretations	• **influence of prior reading** • **awareness of writing for audience and purpose.**
4–5 Begins to analyse	Some consideration and understanding of contextual factors Some awareness of the link between language features and context Ideas generally supported	
2–3 Describes with some relevance	Awareness of one or two factors influencing data – likely to be broad in focus Some limited attempt to analyse audience/purpose/genre/context Some supported points	
1 Paraphrases	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	
0 Shows no knowledge	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**	Analysis of features in Texts F-K could include: Graphology: • **italics** • **punctuation (capitalisation, contractions etc).**		**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 reference to: • **gender** • **power** • **technology**
22–24 *Evaluates systematically* *(writes fluently)*	Systematic and evaluative exploration of data using linguistic methods Accurate and perceptive linguistic knowledge Appropriate, controlled and accurate expression	Orthography: • **long ∫** • **archaic spelling choices.** Discourse: • **Q&A**	**15–16** *Synthesises*	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding and topic Explores a range of judicious examples	• **genre features** • **representation** • **register** • **standardisation**
16–21 *Analyses* *(writes accurately)*	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression	• **length/structure of different Q&As.** Lexis/Semantics: • **formality and informality (real and mock)**	**11–14** *Explores relevantly*	Clear understanding of a range language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	• **attitudes to language** • **accommodation (convergence/ divergence)**
10–15 *Begins to analyse* *(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** • **semantic fields** • **mode of address** • **euphemisms/puns.**	**7–10** *Begins to make links*	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	• **politeness/face** • **prescriptive/descriptive debates** • **processes of language change.**

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

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 Evaluates systematically	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of contextual factors in the light of language features Integrated and helpful use of the data to support interpretation	• **literate audience** • **purpose (inform, advise, entertain)**
6–7 Analyses	Clear understanding of a range of contextual factors Sound analysis and engagement with contextual factors in the light of language features Fully supported interpretations	• **writers (of the questions and answers)** • **magazines and their role in literacy practices**
4–5 Begins to analyse	Some consideration and understanding of contextual factors Some awareness of the link between language features and context Ideas generally supported	• **problem pages as an evolving genre** • **specific contexts raised by individual questions: relationships, social attitudes, fashion, attitudes to language etc**
2–3 Describes with some relevance	Awareness of one or two factors influencing data – likely to be broad in focus Some limited attempt to analyse audience/purpose/genre/context Some supported points	
1 Paraphrases	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	• **18th century society** • **similarities with modern magazines.**
0 Shows no knowledge	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 L** **Graphology/layout: subheadings; justification; varied punctuation; use of tables.**		**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: • **technology** • **power**
22–24 *Evaluates systematically* *(writes fluently)*	Systematic and evaluative exploration of data using linguistic methods Accurate and perceptive linguistic knowledge Appropriate, controlled and accurate expression	**Grammar: passive voice; present tense; occasional archaic syntax; range of sentence types; exclamatory and declarative moods.**	**15–16** *Synthesises*	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding and topic Explores a range of judicious examples	• **newspaper/ journalistic genre** • **informalisation** • **issues of representation**
16–21 *Analyses* *(writes accurately)*	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression	**Lexis/semantics: weather and forecasting field specific lexis; emotive and descriptive adjectives; personification of places; archaisms.**	**11–14** *Explores relevantly*	Clear understanding of a range language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	• **processes of language change** • **narrative relationships/style.**
10–15 *Begins to analyse* *(writes competently)*	Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication	**Discourse: direct speech; focus on Britain and the rest of Europe.** **Pragmatics: London-centric approach to forecast; focuses on effect on land.**	**7–10** *Begins to make links*	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	
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		**3–6** *Describes with some relevance*	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal examples	

| 1–3 *Paraphrases* *(writes without clarity)* | Rudimentary linguistic knowledge
Linguistic methods applied inaccurate or not at all
Lapses in written communication | **Text M**

Graphology: web layout/short paragraphs.

Grammar: active voice/variety of sentence types/present and past tense/declaratives.

Lexis/semantics: abbreviations (met); adjectives; noun phrases; modal verbs; hyperbolic and 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. | 1–2 *Repeats without insight* | Elementary understanding of language concepts and use
More knowledge than relevance shown
Occasional reference to language concept, but likely to be misunderstood | |
| 0 *Shows no knowledge* *(writes incoherently)* | Nothing written unintelligible | | 0 *Shows no knowledge* | Nothing written
Unintelligible | |

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

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by visiting the link below:

www.aqa.org.uk/umsconversion.

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