

General Certificate of Education (A-level)
June 2012

English Language B

ENGB3

(Specification 2705)

Unit 3: Developing Language

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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General Principles

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

- the acquisition of language by children
- the development of and changes in English over time.

A choice of two questions in each topic area responds to the different strands of the specification such as spoken and written language acquisition and a historical and/or contemporary approach to language change.

Assessment Objectives

This unit requires students to:

AO1	select and apply a range of linguistic methods, to communicate relevant
	knowledge using appropriate terminology and coherent, accurate written
	expression (15% A2)

AO2 demonstrate critical understanding of a range of concepts and issues relating to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches (10% A2)

AO3 analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language (5% A2).

General Guidance for Examiners

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievement of students
- place students in the appropriate mark band and in the appropriate part of that mark scheme (high, low, middle) for each Assessment Objective
- ensure comparability of assessment for all students, regardless of question, choice of texts or examiner
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective.

A Positive Approach

It is important to be open-minded and positive when marking scripts.

The specification recognises the variety of experiences and knowledge that student will have. It encourages them to study language in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the quality of what the student offers and not to judge the script against some ideal standard.

The Mark Scheme Structure

The *General Numerical Mark Scheme* has generic descriptors for each Assessment Objective at each mark band. The *Indicative Content* indicates likely coverage on a particular question.

The general marking grid has six bands representing different levels of achievement. These bands do not equate to actual grade boundaries and the awarding of grades, rather than marks, is a task for the Awards meeting.

Awarding Assessment Objectives

Examiners should match the students' achievements in each question to the descriptors for each Assessment Objective with a mark for each Assessment Objective (AO1, AO2, AO3). This mark should be supported by a brief comment placed at the end of each question.

As the Assessment Objectives have different weightings students, who may have different strengths and weaknesses in the skills and knowledge being tested, may not have a consistent profile across the levels of achievement.

Annotating Scripts

The way that you arrive at a mark should be recorded on the script. This will help you make accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment be required.

To this end you should:

- identify relevant points with one tick or two ticks be precise with placing your tick on the relevant comment
- identify incomplete development of relevant coverage by an arrow to the right
- indicate extended irrelevance with a vertical line
- identify errors of factual accuracy, or where clarity is in doubt, with a question mark
- place Assessment Objective related annotation in the margin
- write a brief summative comment at the end indicating the reasons for placing the answer in the mark band. This should be kept brief and mark scheme-focused
- please do not have negative comments about students' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

Indicative content

An indicative content is provided with some of the features and frameworks on which students may comment.

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

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 & apply a	Jess's language choices:		AO2 Demonstrate critical	These could include references
	range of linguistic			understanding of a range of	to:
	methods, to	elliptical utterances		concepts and issues related	
	communicate relevant	omission of function words, eg		to the construction and	gender theories
	knowledge using	determiners		analysis of meanings in	
	appropriate terminology & coherent, accurate	use of determiners		spoken and written language, using knowledge	power theories
	written expression	• possessives		of linguistic approaches	a shild language cognicition
22–24	Systematic & evaluative	colloquial lexis	15–16	Perceptive understanding of a	child language acquisition perspectives theories
	exploration of data using	deictic references	10 10	range of issues	perspectives triedries
Evaluates	linguistic methods	pronounsimperatives/declaratives	Synthesises	Conceptualised discussion of	language functions
systematically	Accurate & perceptive	negation	•	ideas surrounding and topic	language ranenene
	linguistic knowledge	features of developmental stage		Explores a range of judicious	individual acquisition
(writes fluently)	Appropriate, controlled &	phonological examples, eg		examples	experiments/studies
	accurate expression	omission of fricatives and			applicable to the data
16–21	Uses linguistic methods in	consonant clusters	11–14	Clear understanding of a	
A a b a a	a systematic way	repetition of mother's lexical	C la	range language concepts and	CDS/scaffolding theories
Analyses	Appropriate & accurate linguistic knowledge	choices	Explores relevantly	issues Developed discussion of ideas	and strategies
(writes accurately)	Controlled & accurate	pragmatics of turn-taking,	relevarily	relating to concepts/issues	
(Willes decarately)	expression	conversation openings		Explores a range of well-	• politeness
	expression	 repetition of learned nursery 		selected examples	
10–15	Applies & explores some	rhyme.	7–10	Some awareness of language	telegraphic developmental
	linguistic methods			concepts and issues	stage.
Begins to analyse	Some appropriate	Mother's language choices:	Begins to	A number of concepts/issues	Theories and concepts may be
	linguistic knowledge		make links	discussed – but not fully	used to challenge as well as
(writes competently)	Generally accurate	questioning/interrogatives/types		explored	support evidence from the
	written communication	of questions repetition of child's lexis		Beginning to select and use	texts.
4.0	5	Q&A turn-taking		salient examples	
4–9	Basic linguistic methods	lexical examples to support CDS	3–6	Limited number of language	
Describes with	applied, but not convincing	points	Describes with	concepts highlighted Superficial understanding	
some relevance	Limited linguistic	repeated sentence frames	some	shown	
Some relevance	knowledge &	utterances Recasting/expansions	relevance	Often descriptive and/or	
(writes adequately)	understanding	• pronouns choices	. 0.0 . 0.1.00	anecdotal examples	
	Inconsistent clarity &	deictic references.			
	accuracy in				
	communication				

1–3	Rudimentary linguistic	1–2	Elementary understanding of	
	knowledge		language concepts and use	
Paraphrases	Linguistic methods	Repeats	More knowledge than	
	applied inaccurately or	without insight	relevance shown	
(writes without	not at all		Occasional reference to	
clarity)	Lapses in written		language concept, but likely to	
	communication		be 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	private/domestic environment
8	Perceptive and insightful exploration of contextual factors	mother/child relationship
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the light of language features	role of games in the interaction
	Integrated and helpful use of the data to support interpretation	use of props, eg cards and jigsaw pieces
6–7	Clear understanding of a range of contextual factors	age of child
Analyses	Sound analysis & engagement with contextual factors in the light of language features	educational and social purposes of
	Fully supported interpretations	interactional.
4–5	Some consideration and understanding of contextual factors	
Begins to analyse	Some awareness of the link between language features & 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 & apply a	Texts C and D		AO2 Demonstrate critical	These could include references
	range of linguistic			understanding of a range of	to:
	methods, to	Graphology:		concepts and issues related	
	communicate relevant	handwriting		to the construction and	 representation
	knowledge using	punctuation		analysis of meanings in	
	appropriate terminology	 titles/layout. 		spoken and written	 writing/spelling stages
	& coherent, accurate			language, using knowledge	
	written expression	Orthography:		of linguistic approaches	 teaching strategies
22–24	Systematic & evaluative	letters (formation)	15–16	Perceptive understanding of a	
- , ,	exploration of data using	spelling choices.	0 11 1	range of issues	recount genre
Evaluates	linguistic methods		Synthesises	Conceptualised discussion of	
systematically	Accurate & perceptive	Grammar:		ideas surrounding and topic	self-correction and teacher
(versite a flex a soft s)	linguistic knowledge	 variation in sentence types 		Explores a range of judicious	correction
(writes fluently)	Appropriate, controlled & accurate expression	and functions for different		examples	
16–21	Uses linguistic methods in	effects	11–14	Clear understanding of a	formality
10-21	a systematic way	past tense.	11-14	range language concepts and	,
Analyses	Appropriate & accurate		Explores	issues	assessment shaped nature
Allalyses	linguistic knowledge	Lexis/semantics:	relevantly	Developed discussion of	of task.
(writes	Controlled & accurate	emotive adjectives	Totovarity	ideas relating to	
accurately)	expression	pantomime/theatre lexis		concepts/issues	
accuratory)		and lexis specific to		Explores a range of well-	
		Shrewsbury visit		selected examples	
10–15	Applies & explores some	positive lexis	7–10	Some awareness of language	
	linguistic methods	verb variation		concepts and issues	
Begins to	Some appropriate	personal pronoun choices.	Begins to	A number of concepts/issues	
analyse	linguistic knowledge	Diagona	make links	discussed – but not fully	
	Generally accurate written	Discourse:		explored	
(writes	communication	chronological structuremixture of recount features		Beginning to select and use	
competently)				salient examples	
4–9	Basic linguistic methods	and speech.	3–6	Limited number of language	
	applied, but not convincing	Register:	_ ,	concepts highlighted	
Describes with	Limited linguistic	choices suited to context	Describes with	Superficial understanding	
some relevance	knowledge &	and relationship with the	some	shown	
(1000it	understanding	reader.	relevance	Often descriptive and/or	
(writes	Inconsistent clarity &	100011		anecdotal examples	
adequately)	accuracy in				
	communication				

1–3	Rudimentary linguistic	1–2	Elementary understanding of	
	knowledge		language concepts and use	
Paraphrases	Linguistic methods applied	Repeats	More knowledge than	
	inaccurately or not at all	without insight	relevance shown	
(writes without	Lapses in written		Occasional reference to	
clarity)	communication		language concept, but likely	
			to be 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	Discussion of some of the following effects on language
	production and reception of spoken and written language, showing	of:
	knowledge of the key constituents of language	
8	Perceptive and insightful exploration of contextual factors	school/classroom context
Evaluates	Analytical and systematic interpretation of contextual factors in the light of	purpose of recall activity
systematically	language features	
	Integrated and helpful use of the data to support interpretation	awareness of writing for audience and purpose
6–7	Clear understanding of a range of contextual factors	useful speculation about age/gender
Analyses	Sound analysis & engagement with contextual factors in the light of language features	children's awareness of the tasks' objectives and assessment context.
	Fully supported interpretations	
4–5	Some consideration and understanding of contextual factors	
Begins to analyse	Some awareness of the link between language features & context	
unaryoo	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 3	AO1 Select & apply a range	Analysis of features in Texts		AO2 Demonstrate critical	These could include references
	of linguistic methods, to	E-G could include:		understanding of a range of	to:
	communicate relevant			concepts and issues related	
	knowledge using	Graphology:		to the construction and	gender theories
	appropriate terminology &	 underlining/crossings 		analysis of meanings in	
	coherent, accurate written	out/corrections		spoken and written	power theories
	expression	 punctuation (capitalisation, 		language, using knowledge	
		contractions etc).		of linguistic approaches	technology concepts
22–24	Systematic & evaluative		15–16	Perceptive understanding of a	
	exploration of data using	Orthography:		range of issues	genre features
Evaluates	linguistic methods	spelling.	Synthesises	Conceptualised discussion of	
systematically	Accurate & perceptive			ideas surrounding and topic	 representation of women
(linguistic knowledge	Discourse:		Explores a range of judicious	and children
(writes fluently)	Appropriate, controlled &	structural choices typical		examples	
16–21	accurate expression	of genre.	11–14	Clear understanding of a	standardisation
10-21	Uses linguistic methods in a systematic way	3.	11-14	range language concepts and	
Analyses	Appropriate & accurate	Lexis/Semantics:	Explores	issues	politeness/face
Allalyses	linguistic knowledge	examples of lexical and	relevantly	Developed discussion of ideas	
(writes	Controlled & accurate	semantic change	relevantly	relating to concepts/issues	 prescriptive/descriptive
accurately)	expression	mode of address		Explores a range of well-	debates
accuratory)	OXPT000IOTT	polite lexical choices		selected examples	
10–15	Applies & explores some	direct address	7–10	Some awareness of language	processes of language
	linguistic methods	formulaic		concepts and issues	change
Begins to	Some appropriate linguistic	salutations/signoffs	Begins to	A number of concepts/issues	
analyse	knowledge	persuasive lexis	make links	discussed – but not fully	formality.
	Generally accurate written	emotive lexis		explored	
(writes	communication	formal and idiomatic lexis.		Beginning to select and use	
competently)				salient examples	
4–9	Basic linguistic methods	Grammar:	3–6	Limited number of language	
	applied, but not convincing	modality		concepts highlighted	
Describes with	Limited linguistic knowledge &	non-standard English	Describes	Superficial understanding	
some relevance	understanding	syntax/sentence	with some	shown	
	Inconsistent clarity & accuracy	complexity	relevance	Often descriptive and/or	
(writes	in communication	declarative/tense.		anecdotal examples	
adequately)					

1–3 Paraphrases (writes without clarity)	Rudimentary linguistic knowledge Linguistic methods applied inaccurately or not at all Lapses in written communication	Pragmatics: politeness features lexical choices for requests implied meanings for underlining specific phrases.	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	Nothing written Unintelligible		0	Nothing written Unintelligible	
Shows no knowledge			Shows no 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: • private correspondence
8 Evaluates	Perceptive and insightful exploration of contextual factors	purpose of letters to seek financial help/persuasion
systematically	Analytical and systematic interpretation of contextual factors in the light of language features	roles of the participants, eg responsibilities of the landowners
6-7	Integrated and helpful use of the data to support interpretation Clear understanding of a range of contextual factors	role of the writer.
Analyses	Sound analysis & engagement with contextual factors in the light of language features Fully supported interpretations	
4-5	Some consideration and understanding of contextual factors	
Begins to analyse	Some awareness of the link between language features & 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	

Marks	Skills Descriptors	Contents Descriptors	Marks	Skills Descriptors	Contents Descriptors
Question 4	AO1 Select & apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology & coherent, accurate	Text H Graphology: • images; fonts; text boxes; italics. Lexis/Semantics: • examples of lexical and		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 • advertising genre
22–24 Evaluates systematically (writes fluently)	written expression Systematic & evaluative exploration of data using linguistic methods Accurate & perceptive linguistic knowledge Appropriate, controlled	semantic change noun phrases/choice of adjectives field specific lexis repetition of company name. Grammar:	15–16 Synthesises	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding and topic Explores a range of judicious examples	 informalisation representation processes of language change
16–21 Analyses	& accurate expression Uses linguistic methods in a systematic way Appropriate & accurate linguistic knowledge	present tensedeclarative moodlists.	11–14 Explores relevantly	Clear understanding of a range language concepts and issues Developed discussion of ideas relating to concepts/issues	mode/multi-modality.
(writes accurately) 10–15	Controlled & accurate expression Applies & explores some linguistic methods	Text I Graphology: Iogo; uppercase/lowercase	7–10	Explores a range of well-selected examples Some awareness of language concepts and issues	
Begins to analyse (writes competently)	Some appropriate linguistic knowledge Generally accurate written communication	variation; font choices; use of hand-drawn pictures. Lexis/Semantics: examples of lexical and semantic change	Begins to make links	A number of concepts/issues discussed – but not fully explored Beginning to select and use salient examples	
4–9 Describes with some relevance	Basic linguistic methods applied, but not convincing Limited linguistic knowledge &	 semantic field of home and family lexical repetition. 	3–6 Describes with some relevance	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal examples	
(writes adequately)	understanding Inconsistent clarity & accuracy in communication	Grammar:present tensedeclarative moodminor and simple sentences.		J.S	

1–3	Rudimentary linguistic	Discourse:	1–2	Elementary understanding of	
	knowledge	 narrative/diary structure. 		language concepts and use	
Paraphrases	Linguistic methods	-	Repeats without	More knowledge than relevance	
·	applied inaccurate or not		insight	shown	
(writes without	at all			Occasional reference to language	
clarity)	Lapses in written			concept, but likely to be	
	communication			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	
8	Perceptive and insightful exploration of contextual factors	Discussion of some of the following effects on language of:
Evaluates systematically	Analytical and systematic interpretation of contextual factors in the light of language features	advertising purpose
	Integrated and helpful use of the data to support interpretation	
6–7	Clear understanding of a range of contextual factors	organisation as text
		producers
Analyses	Sound analysis & engagement with contextual factors in the light of language features	
	E. H. A. Andread Colomorated Conse	 implied family audience
	Fully supported interpretations	
4–5	Some consideration and understanding of contextual factors	technology
Begins to analyse	Some awareness of the link between language features & context	
Bogino to analyse	Some awareness of the link setween language realtares a someon	 social attitudes/lifestyles.
	Ideas generally supported	
2–3	Awareness of one or two factors influencing data – likely to be broad in focus	
5 " "		
Describes with some relevance	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	