**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

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: 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	Features of the books: • direct speech • present tense • repeated lexis • semantic fields • simple sentences • text-image cohesion • syntactical repetition/ simple verbs • use of names • monosyllabic lexis • simple adjectives/ modification.		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 theories in light of male/female parental input • power • developmental stage of child • literacy/reading stages
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	(Jake's language use) Grammar: non-standard negation; elliptical utterances; use of conjunctions.	15–16 Synthesises	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	• Bruner – LASS • Vygotsky – scaffolding • CDS strategies • Skinner – positive reinforcement
16–21 Analyses (writes accurately)	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression	Lexis: nouns/labelling; colloquial lexis; repeating lexis from the books. Discourse: turn taking; non-fluency; incomplete utterances	11–14 Explores relevantly	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	• other social interactionist/ nativist/cognitive theories • genre/representation/stereotypes in early books.
10–15 Begins to analyse (writes competently)	Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication	Pragmatics: completes sentences/interprets books, shows awareness of the grammatical/lexical content of the books. Nature of contributions with each parent.	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 Inconsistent clarity and accuracy in communication	**Parents:** **Discourse: questioning (open/closed); exaggerated pauses as turn-taking cues; reading book and directed questions involving child; discourse markers; tag questions; mixture of reading books and interaction with Jake.** **Lexis: simplified lexis; praise; deictic references; lexical choices connected to the books, reptition.** **Pragmatics: paralinguistics used to show enjoyment; humour.** **Phonology: elongation of words to aid Jake.** **Grammar: some elliptical utterances; interrogatives etc.**	**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 inaccurately 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	• **shared reading activity/repeated reading rituals/links to bedtime routine** • **roles of early books as part of both learning and entertainment experiences**
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	• **story books read by adults to children** • **content/interactivity of early books**
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	• **purposes of early reading books** • **dual audiences for children's books**
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	• **age of child** • **domestic situation**
1 *Paraphrases*	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to data Likely to paraphrase/summarise	• **nature of relationships between parents and child.**
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**	**Text C** **Graphology: personalising template; layout (spaces for words and pictures); smiley face and double ticks; lack of punctuation; finger spaces between words; child's labelling and use of pictures/drawing.** **Orthography: letter shapes/formations; spelling choices.** **Grammar: simple sentences.** **Lexis: field specific.**		**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**	**The could include references to:** • **genre** • **literacy concepts/theories** • **writing/spelling stages** • **National Literacy strategies** • **multimodality.**
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		**15–16** *Synthesises*	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	
16–21 *Analyses* *(writes accurately)*	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression		**11–14** *Explores relevantly*	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	

		Text D		
10–15 *Begins to analyse* *(writes competently)*	Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication	**Graphology: new lines for new ideas; pictures.** **Grammar: declaratives; progressive aspect; present/past tense.**	**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 Inconsistent clarity and accuracy in communication	**Orthography: letter formation; spelling choices.** **Lexis: scientific register; field specific choices; word classes (including nouns, pronouns, adjectives etc).**	**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 inaccurately or not at all Lapses in written communication	**Discourse: chronological structure suited to genre (method, experiment, prediction and findings).** **Pragmatics: teacher feedback.**	**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 practices** • **school curriculum** • **age/development**
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	• **purpose** • **audience** • **task rooted in a physical activity (experiment)**
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 values placed on scientific discourse.**
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 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**	**Text E** **Rhetoric: repetition; lists and questions.** **Grammar: complex sentences; declaratives, interrogatives.** **Lexis/semantics: metaphorical style/ choices; formal and informal lexical choices; pronouns; field specific lexis.** **Graphology: bold, punctuation and italics.** **Discourse: structure of dictionary entries.**		**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:** • **power theories/concepts** • **technology theories/concepts** • **prescriptivism/ descriptivism** • **codification**
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		**15–16** *Synthesises*	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	• **informalisation** • **views of specific linguists** • **mode** • **genre (article/dictionary entries)**
16–21 *Analyses* *(writes accurately)*	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression		**11–14** *Explores relevantly*	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	• **processes of language change** • **lexicography and language standardisation debates.**

10–15 *Begins to analyse* *(writes competently)*	Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication		**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 Inconsistent 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 inaccurately 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	• **prestige/status of text producer** • **audience** • **online mode of reception** • **purpose/role/historical context of dictionaries**
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	• **impact of technology on language change and ephemeral nature of dictionary**
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/political changes** • **role of lexicographers** • **contextual factors that lead to neologisms or semantic change as evidenced in the data (eg cultural/media).**
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	• **purpose/s of article.**
1 *Paraphrases*	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to data Likely to paraphrase/summarise	
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 F (1719)** **Graphology: continuous paragraph; italics; font; punctuation (non-standard capitalisation etc).** **Orthography: Long ∫; apostrophes.** **Discourse: narrative; outline of crime, evidence and sentence; reported speech.**		**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:** • **power** • **genre (written transcript of speech/trial proceedings)** • **representation** • **standardisation** • **attitudes to language**
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	**Lexis/semantics: legal register; field specific lexis; archaic money terms; terms of address** **Grammar: relative clauses; coordinating and subordinating conjunctions; past tense; archaic verb choices; sentence complexity; passive voice; syntax; modality.** **Pragmatics: vagueness of evidence/hearsay.**	**15–16** *Synthesises*	Perceptive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Explores a range of judicious examples	• **prescriptive/descriptive debates** • **processes of language change.**
16–21 *Analyses* *(writes accurately)*	Uses linguistic methods in a systematic way Appropriate and accurate linguistic knowledge Controlled and accurate expression		**11–14** *Explores relevantly*	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues Explores a range of well-selected examples	

10–15 *Begins to analyse* *(writes competently)*	Applies and explores some linguistic methods Some appropriate linguistic knowledge Generally accurate written communication	**Text G (1912)** **Graphology: paragraphing; font; punctuation etc.** **Discourse: declaration of guilt; outline of crime; sentence.**	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 Inconsistent clarity and accuracy in communication	**Lexis/semantics: legal register; field specific lexis; archaic lexis; terms of address.** **Grammar: complex sentences; relative clauses; third person; past tense; passive voice;**	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 inaccurately or not at all Lapses in written communication	**declaratives.** **Pragmatics: emphasis on good character.**	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	• **law/crime and punishment** • **changing social/political/historic contexts and attitudes** • **context of production – permanent record of Old Bailey trials**
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	• **status of text producer** • **public content/availability of records/ impact of technology**
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	• **nature of intended audience/s** • **purpose of record**
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	• **court text.**
1 *Paraphrases*	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to data Likely to paraphrase/summarise	
0 *Shows no knowledge*	Nothing written Unintelligible	