



General Certificate of Education

English Language 1706
Specification B

ENGB1 Categorising Texts

Mark Scheme

2009 examination - January series

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.

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General Numerical Mark Scheme

Unit 1	Question 1		
Mark	AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.	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.	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.
15-16	<p>Systematic and evaluative exploration of data using linguistic methods.</p> <p>Accurate and perceptive linguistic knowledge.</p> <p>Appropriate, controlled and accurate expression.</p>	<p>Insightful and judicious groups chosen.</p> <p>Conceptualised, tentative discussion of reasons for grouping texts.</p> <p>Explores subtleties of grouping choices.</p>	<p>Perceptive and insightful exploration of contextual factors.</p> <p>Analytical and systematic interpretation of factors and influence of language features.</p> <p>Integrated and helpful use of the data to support interpretation.</p>
11-14	<p>Uses linguistic methods in a systematic way.</p> <p>Appropriate and accurate linguistic knowledge.</p> <p>Controlled and accurate expression.</p>	<p>Offers a range of interesting groups.</p> <p>Developed discussion of reasons for grouping.</p> <p>Understanding of complexities shown.</p>	<p>Clear understanding of a range of contextual factors.</p> <p>Sound analysis and engagement with factors in light of language features.</p> <p>Fully supported interpretations.</p>
7-10	<p>Applies and explores some linguistic methods.</p> <p>Some appropriate linguistic knowledge, moves beyond surface.</p> <p>Generally accurate written communication.</p>	<p>A number of groups offered.</p> <p>Mix of descriptive and analytical discussion.</p> <p>Some awareness of complex nature of grouping task.</p>	<p>Some consideration and understanding of contextual factors.</p> <p>Some awareness of the link between language features and context.</p> <p>Generally supported comment.</p>
3-6	<p>Some linguistic methods applied, but not convincing.</p> <p>Limited linguistic knowledge/understanding.</p> <p>Some clarity and accuracy in communication.</p>	<p>Limited number of groups chosen.</p> <p>Often descriptive and/or anecdotal reasons given for choices.</p> <p>Superficial understanding of the task shown.</p>	<p>Awareness of one or two factors influencing data – likely to be broad in focus.</p> <p>Some limited attempt to analyse audience/purpose/genre/context.</p> <p>Some illustrated points.</p>

1-2	Linguistic methods applied inaccurately or not at all. Rudimentary linguistic knowledge. Lapses in written communication.	Unhelpful groups chosen – texts possibly placed in inappropriate groups. Elementary understanding of categorising language. Possibly lists texts under group headings.	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.	Nothing written. Unintelligible.	Nothing written. Unintelligible.

Unit 1: Questions 2, 3 and 4			
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.
15-16	<p>Sensitive understanding of a range of issues/concepts.</p> <p>Conceptualised discussion of ideas surrounding topic.</p> <p>Integrated examples from study which illuminate data/discussion.</p>	30-32	<p>Perceptive and insightful exploration of contextual factors.</p> <p>Analytical and systematic interpretation of factors and influence of language features.</p> <p>Integrated and helpful use of the data to support interpretation.</p>
11-14	<p>Clear understanding of a range of language concepts/issues.</p> <p>Developed discussion of ideas relating to concepts/issues related to topic.</p> <p>Explores a range of well-selected examples.</p>	22-29	<p>Clear understanding of a range of contextual factors.</p> <p>Sound analysis and engagement with factors in light of language features.</p> <p>Fully supported interpretations.</p>
7-10	<p>Some awareness of language concepts and issues.</p> <p>A number of concepts/issues discussed – but not fully explored.</p> <p>Beginning to select and use salient examples.</p>	14-21	<p>Some consideration and understanding of contextual factors.</p> <p>Some awareness of the link between language features and context.</p> <p>Generally supported comment.</p>
3-6	<p>Limited number of language concepts highlighted.</p> <p>Superficial understanding shown.</p> <p>Often descriptive and/or anecdotal in reference.</p>	6-13	<p>Awareness of one or two factors influencing data – likely to be broad in focus.</p> <p>Some limited attempt to analyse audience/purpose/genre/context.</p> <p>Some illustrated points.</p>
1-2	<p>Elementary understanding of language concepts and use.</p> <p>More knowledge than relevance shown.</p> <p>Occasional reference to language concept, but likely to be misunderstood.</p>	1-5	<p>Little or no attempt to explore issues of audience/purpose/genre/context.</p> <p>Superficial/generalised response to the data.</p> <p>Likely to paraphrase/summarise.</p>
0	Nothing written. Unintelligible.	0	Nothing written. Unintelligible.

Section A – Text Varieties

1 Discuss various ways in which these texts can be grouped, giving linguistic reasons for your choices.

Potential groups – not exhaustive:

- purpose
- audience
- genre
- formality
- speech
- writing
- multimodality
- language features: lexis, grammar, phonetics/phonology etc.

Section B – Language and Social Contexts**EITHER****2 Language and Gender**

With detailed reference to Text H and to relevant ideas from language study, discuss how language is used to represent gender.

AO2 (16 marks)

Engagement with theoretical concepts of language study (AO2) needs to be demonstrated with reference to the data. The level of perception and evaluation, or description and inaccuracy, will determine the mark awarded.

AO3 (32 marks)

Contextual comments need to be identified, interpreted and linked to language features to meet the higher mark bands.

- Genre – careers advice reference book
- Purposes are to inform and advise young school leavers and their parents about careers in the hospitality field
- Target audience of 15 year olds (school leaving age lower when book was published) hence references to staying at school until 16
- Practical/transactional nature of text offering advice and contact addresses for readers to act upon
- Young boys and girls represented as having equal opportunities for the most part; writer considers political correctness and often mentions both genders when discussing types of career avenues
- Only one or two occupations deemed to be gender biased, chefs are generally men and cooks are girls
- Enthusiastic voice throughout, reinforced by exclamation marks and positive lexical choices
- Discourse structure organised around types of career, moving from most to least prestigious
- Tendency to formal register, but occasional lapses into less formal “Well, how to set about it!”, “work one’s way up”
- Use of complex sentences to incorporate range of possibilities for boys and girls
- Use of metaphor – “the cook is king or queen of the kitchen”
- Use of words from semantic field of the armed forces - “lieutenant”, “overcrowd the ranks” and what this may imply
- Implied suggestion that certain career choices are more appropriate for girls – “The job can be learned in a school of cookery, especially for girls, or it is possible to begin in the kitchen...as a kitchen-boy or kitchen-maid...”
- Archaic lexical choices would be inappropriate for today’s school leavers – “boys”, “girls”, “parlourmaids”, “parlourmen”
- Marked forms to distinguish between male/female roles – “waiter/waitress” “managers/manageresses” and further discussion linked to ideas from language study
- Students may refer to relevant study of changing attitudes and language use linked to language change and gender

OR

3 Language and Power

With detailed reference to Text I and to relevant ideas from language study, discuss how spoken language is used to assert power.

AO2 (16marks)

Engagement with theoretical concepts of language study (AO2) needs to be demonstrated with reference to the data. The level of perception and evaluation, or description and inaccuracy, will determine the mark awarded.

AO3 (32 marks)

Contextual comments need to be identified, interpreted and linked to language features to meet the higher mark bands

- Etiquette of this particular context – the Speaker’s role particularly but also the roles of PM and opposition party member
- Prepared nature of discourse (note line 32) and the way in which this is not really deviated from, in spite of the reactions of those in the House
- Roles and relative status of Brown and Cameron and how these are represented in address terms ‘the Prime Minister’ ‘he’ ‘him’
- Responses of the other MPs [*background laughter*] surprising given the seriousness of the issue being discussed. Possible awareness of the uniqueness of this context and the acceptable level of noise and irreverent comment
- Orchestrated nature of debate with the Speaker’s role to control the House
- Status of PM and his position as person being challenged
- Manner of challenge – highly prepared and repetitive – unprepared to let the first response suffice
- Unusual third person address – channelled through the Speaker – that gives discourse an impersonal distanced tone
- Use of statistics to support points from DC and towards end by PM
- Repeated references to *The Flanagan Report* by PM – could be interpreted as stubbornness or strong convictions
- Use of prepared humour ‘flannelling about *The Flanagan Report*’ to win a laugh from the house and to humiliate PM
- Use of first person plural on PM’s part to refer to his political party – a team behind the government
- Repetition is the only sign that the PM has to re-establish the floor – largely due to laughter from the members of the House
- formal, conventionalised context
- surprising level of aspersion – ‘physically incapable of answering a straight question’ ‘can’t react to the situation today’
- formal lexical choices appropriate to formal context
- multi-layered audience – immediate and broadcast
- argument strategies
- use of humour
- students may refer to relevant study of language and power ideas

OR

4 Language and Technology

With detailed reference to Text J and to relevant ideas from language study, discuss how spoken language is affected by technology.

AO2 (16marks)

Engagement with theoretical concepts of language study (AO2) needs to be demonstrated with reference to the data. The level of perception and evaluation, or description and inaccuracy, will determine the mark awarded

AO3 (32 marks)

Contextual comments need to be identified, interpreted and linked to language features to meet the higher mark bands

- Range of purposes for the different messages – personal, social, business etc.
- Various possible receivers on landline messages lead to varying strategies for indicating who message is for
- Presumed instructions beforehand to speakers re leaving a message – they choose to do so
- Choice of re-recording message also an option speaker may have taken
- One-sided nature of discourse – assumed listener
- Communication not face to face
- Interesting choices re vagueness in message one acknowledges that the receiver could be one of a range of people in the household. Message 3 is much more precise because it has to be
- Varying levels of formality linked to nature of message and relationship with addressee
- Differing levels of shared understanding with the receivers
- Set discourse structure – salutation, identification, message content, required action, signing off
- Non-fluency features and variation of these due to the caller's experience/confidence/preparedness to leave message
- Varying levels of formality according to the relationship between the caller and receiver
- Precision (or lack of it) of details in message – use of proper nouns/dates/times etc
- Use of pronouns to indicate speakers who don't announce their identity
- Politeness strategies – often in anticipation of feedback
- Deixis to indicate shared understanding
- First person pronouns
- Candidates may refer to relevant language study ideas, extending their discussion to other mediums of communication