



General Certificate of Education

English Language 1706

Specification B

ENGB1 Categorising Texts

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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.

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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	Systematic and evaluative exploration of data using linguistic methods. Accurate and perceptive linguistic knowledge. Appropriate, controlled and accurate expression.	Insightful and judicious groups chosen. Conceptualised, tentative discussion of reasons for grouping texts. Explores subtleties of grouping choices.	Perceptive and insightful exploration of contextual factors. Analytical and systematic interpretation of factors and influence of language features. Integrated and helpful use of the data to support interpretation.
11-14	Uses linguistic methods in a systematic way. Appropriate and accurate linguistic knowledge. Controlled and accurate expression.	Offers a range of interesting groups. Developed discussion of reasons for grouping. Understanding of complexities shown.	Clear understanding of a range of contextual factors. Sound analysis and engagement with factors in light of language features. Fully supported interpretations.
7-10	Applies and explores some linguistic methods. Some appropriate linguistic knowledge, moves beyond surface. Generally accurate written communication.	A number of groups offered. Mix of descriptive and analytical discussion. Some awareness of complex nature of grouping task.	Some consideration and understanding of contextual factors. Some awareness of the link between language features and context. Generally supported comment.
3-6	Some linguistic methods applied, but not convincing. Limited linguistic knowledge/understanding. Some clarity and accuracy in communication.	Limited number of groups chosen. Often descriptive and/or anecdotal reasons given for choices. Superficial understanding of the task shown.	Awareness of one or two factors influencing data – likely to be broad in focus. Some limited attempt to analyse audience/purpose/genre/context. Some illustrated points.
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	Sensitive understanding of a range of issues/concepts. Conceptualised discussion of ideas surrounding topic. Integrated examples from study which illuminate data/discussion.		30-32	Perceptive and insightful exploration of contextual factors. Analytical and systematic interpretation of factors and influence of language features. Integrated and helpful use of the data to support interpretation.
11-14	Clear understanding of a range of language concepts/issues. Developed discussion of ideas relating to concepts/issues related to topic. Explores a range of well-selected examples.		22-29	Clear understanding of a range of contextual factors. Sound analysis and engagement with factors in light of language features. Fully supported interpretations.
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.		14-21	Some consideration and understanding of contextual factors. Some awareness of the link between language features and context. Generally supported comment.
3-6	Limited number of language concepts highlighted. Superficial understanding shown. Often descriptive and/or anecdotal in reference.		6-13	Awareness of one or two factors influencing data – likely to be broad in focus. Some limited attempt to analyse audience/purpose/genre/context. Some illustrated points.
1-2	Elementary understanding of language concepts and use. More knowledge than relevance shown. Occasional reference to language concept, but likely to be misunderstood.		1-5	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.

Section A – Text Varieties

01 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**02 Language and Gender (Gate Meal advert)**

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

Marks	Skills Descriptors	Content Descriptors
AO2	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	
15-16 Synthesises	Sensitive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Integrated examples from study which illuminate discussion	<ul style="list-style-type: none"> • young women presented in a variety of ways which challenges stereotypes and issues of modern female identity • dialogue suggests dominant attitudes and values ascribed to young women – food/dieting, going out (ladette culture?) men, drinking – challenges traditional stereotypes • strong accent/dialect features and links to language study ideas re. male/female language • conversational strategies of female characters – turn-taking, Q+A, banter – linked to language study ideas • when referring to male character – foregrounds conduct more stereotypically associated with men • text seems to reflect or promote constructions of female identity/pseudo feminism/liberation • students may refer to relevant study of their own
11-14 Explores relevantly	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues related to topic Explores a range of well-selected examples	
7-10 Beginning 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	
3-6 Describes with some relevance	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal in reference	
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	Nothing written Unintelligible	

Marks	Skills Descriptors	Content Descriptors
AO3	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	
30-32 Evaluates systematically	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of factors and influence of language features Integrated and helpful use of the data to support interpretation	<ul style="list-style-type: none"> • main purpose of persuasion presents The Gate as a location where assumed desires can be fulfilled • narrative constructed and used as a persuasive strategy, promising a good night out to its target readership • use of eye-dialect possibly linked to localised publication and target audience
22-29 Analyses	Clear understanding of a range of contextual factors Sound analysis and engagement with factors in the light of language features Fully supported interpretations	<ul style="list-style-type: none"> • exaggerated dialect also fulfils purpose of entertainment • mix of semantic fields used to support representations • presupposes certain values and attitudes of target audience
14-21 Begins to analyse	Some consideration and understanding of contextual factors Some awareness of the link between language features and context Generally supported comment	<ul style="list-style-type: none"> • opening frame places the 'product' – slogan at end uses rhyme/exclamative/direct address to persuade reader • narrative intended to persuade and entertain ideal reader
6-13 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 illustrated points	<ul style="list-style-type: none"> • textual design – revealing seductive outfits representing young women (and men) in particular ways • genre – comic strip/relationship with other publications of this kind – Viz, Jackie • genre popular with young female readers – B/W retro appeal
1-5 Paraphrases	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	<ul style="list-style-type: none"> • capitalisation/emboldening/jagged speech bubble represents emphasis/volume
0 Shows no knowledge	Nothing written Unintelligible	

OR

03 Language and Power (A New Chapter in Service)

With detailed reference to Text I and to relevant ideas from language study, discuss how language is used for persuasive purposes.

Marks	Skills Descriptors	Content Descriptors
AO2	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	
15-16 Synthesises	Sensitive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Integrated examples from study which illuminate discussion	<ul style="list-style-type: none"> notion of providing better service than they already provide is main persuasive message language is used to persuade/motivate in quite subtle ways persuasive direct address used in penultimate paragraph for first time to single out individual reader and their commitment to Waterstone's – effect? use of politeness features to persuade/keep reader on side mix of tenses to show reader what has already been achieved and what can be achieved with the reader's help and support – empowering reader/persuasive strategy identity of company and director – v. important, eg picture of 'operations director' looking directly at reader/friendly/smiling/open collar – relaxed but professional role of mission statement part of main aim of organisation – to make more money by selling more books (mix of purposes and style of persuasion) students may also refer to other relevant ideas from language study including their own research/observations
11-14 Explores relevantly	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues related to topic Explores a range of well-selected examples	
7-10 Beginning 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	
3-6 Describes with some relevance	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal in reference	
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	Nothing written Unintelligible	

Marks	Skills Descriptors	Content Descriptors
AO3	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	
30-32 Evaluates systematically	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of factors and influence of language features Integrated and helpful use of the data to support interpretation	<ul style="list-style-type: none"> • purpose of handbook and first page is to establish a rapport and sense of teamwork • target audience already employed by Waterstone's so are acquainted with ethos propounded • abstract nouns used to create a positive impression 'reputation' 'brand' 'commitment' 'passion' – and a sense of group pride in what they do
22-29 Analyses	Clear understanding of a range of contextual factors Sound analysis and engagement with factors in the light of language features Fully supported interpretations	<ul style="list-style-type: none"> • cohesion maintained through lexical repetition of 'everyone' 'developed' 'Waterstone's' • use of occupational lexical choices – shared understanding – empowering audience
14-21 Begins to analyse	Some consideration and understanding of contextual factors Some awareness of the link between language features and context Generally supported comment	<ul style="list-style-type: none"> • textual design/discourse a combination of letter with personalised signature and an introduction to booklet • title a minor sentence in declarative mood – a pun on fact Waterstone's is a bookseller
6-13 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 illustrated points	<ul style="list-style-type: none"> • use of first person plural 'we' together with third person references to all staff 'everyone' and 'they' create impression of huge team working together to strive for the best service possible • declarative mood gives impression of fact
1-5 Paraphrases	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	<ul style="list-style-type: none"> • use of initialism – NCST – glossed then used, instilling a sense of a team
0 Shows no knowledge	Nothing written Unintelligible	

OR

04 Language and Technology (MSN discourse)

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

Marks	Skills Descriptors	Content Descriptors
AO2	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	
15-16 Synthesises	Sensitive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Integrated examples from study which illuminate discussion	<ul style="list-style-type: none"> constraints of keyboard lead to imaginative representations of paralinguistic features network theory asynchronous nature of discourse – short time delay between contributions
11-14 Explores relevantly	Clear understanding of a range of language concepts and issues Developed discussion of ideas relating to concepts/issues related to topic Explores a range of well-selected examples	<ul style="list-style-type: none"> not as spontaneous as talk – features of writing/restrictions/planned elements turn taking – Q+A discourse structure common feature of MSN brief contributions typical
7-10 Beginning 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	<ul style="list-style-type: none"> exclamative/feedback features common to speech – <i>yep yep/okay dokie/good good</i> - representations youth sociolect reflecting group membership of messages/phatic talk typical of talk between young friends
3-6 Describes with some relevance	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal in reference	<ul style="list-style-type: none"> students may also refer to other relevant ideas from language study including their own research/observations language play and identity issues – part of nature of 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	Nothing written Unintelligible	

Marks	Skills Descriptors	Content Descriptors
AO3	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	
30-32 Evaluates systematically	Perceptive and insightful exploration of contextual factors Analytical and systematic interpretation of factors and influence of language features Integrated and helpful use of the data to support interpretation	<ul style="list-style-type: none"> • social function of MSN discourse • friends who see each other regularly conversing socially on the web • relationship as represented in the discourse – flirting? Or just good friends? • idiolectal nature of <i>smash it up</i> suggests ongoing banter between interlocutors
22-29 Analyses	Clear understanding of a range of contextual factors Sound analysis and engagement with factors in the light of language features Fully supported interpretations	<ul style="list-style-type: none"> • capitalisation to emphasis and how this will be received • use of ellipsis – shared understanding • rapid topic changes reliant on shared understanding and assumptions
14-21 Begins to analyse	Some consideration and understanding of contextual factors Some awareness of the link between language features and context Generally supported comment	<ul style="list-style-type: none"> • reasons for conversation based on shared experiences • errors indicate typing at speed - acceptance of such errors amongst MSN community • texting conventions <i>lol/nxt</i> – reflecting solidarity/speed
6-13 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 illustrated points	<ul style="list-style-type: none"> • turn taking – Q+A discourse structure common feature – pragmatic function • errors indicate typing at speed/also acceptance of such errors amongst MSN community • vague language choices indicative of shared understanding
1-5 Paraphrases	Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	<ul style="list-style-type: none"> • pseudonyms – likely to change regularly/representation of individual to other interlocutors
0 Shows no knowledge	Nothing written Unintelligible	