Version 1.0

General Certificate of Education

English Language 1706
Specification B

ENGB1   Categorising Texts

Mark Scheme

2010 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

General 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

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

- representation

- 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, explore how gender affects language use.

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	• Relevant study of male/female language features • Representation of interlocutors to peer group
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	• Dominance/difference/deficit/ diversity theories • Co-operative/competitive • Topic choices/topic management
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	• Stereotypes
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	• Phatic nature of discourse • Dynamics of relationships and how created • Social context/age of interlocutors • Possible motivations for conversation
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	• Co-operative talk features • Lexical choices – mild expletives/emotive • Overlapping speech/interruptions
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	• MLU and its significance
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	
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	
0 **Shows no knowledge**	Nothing written Unintelligible	

OR

3 Language and Power

With detailed reference to **Text I** and to relevant ideas from language study, explore how power affects language use.

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	• Relevant reference to studies of classroom discourse and theories • Teacher's representation of self as leading group through activity in an interactive manner • Children's representation of themselves as co-operative learners au fait with classroom codes of behaviour even at this young age • Varying questioning strategies used by the teacher – open/closed/known answer • Teacher's use of the children's knowledge of story openings to empower them as they identify character/key features of story structure • Teacher's exploration of story openings at the end of the extract to fulfil aim of lesson
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 **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	
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**	• Transcript is from reception class; children are probably seated in front of the teacher on the floor with teacher seated at front. Reward discussion from own observations/experiences of such contexts • Small group of four children maybe created for research purposes
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	• Use of deixis indicating group focus on picture book held by the teacher • Question, answer, feedback discourse structure and deviations from this when children's answers are less precise • Teacher's feedback to class about the contributions of others and expansions of their responses
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	• Use of tag questions to seek children's approval of correct answer 'is it' 'isn't it' • Positive lexical choices to reward students' contributions, even when they are wrong, to encourage further contribution
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	• Use of first person plural 'we' to include whole group in 'investigating' the text • Teacher's use of proper nouns to praise and target questions at particular individuals
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	
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	
0 **Shows no knowledge**	Nothing written Unintelligible	

OR

4 Language and Technology

With detailed reference to **Text J** and to relevant ideas from language study, explore how technology affects language.

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	• Students may refer to relevant study of web-based technology, particularly their own research in the absence of published research • Nature of the Web as a potential publishing house for anyone and the multiple purpose nature of this specific site • Exploration of how the site would be updated regularly – 'Launch in the last 24 hours' 'Recent lifeboat launch' to allow regular visitors to keep abreast of events • Conventions of websites and variety • Comments on the generic toolbar at the top of the screen and the various functions/uses of tools/icons etc. • Representation of RNLI charity and those who volunteer
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 **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	
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	• Nature of audience – wide ranging from regular visitors to browsers • Range of purposes of site and page – persuade, inform, instruct, entertain • Textual design – layout, menus, use of colour etc.
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	• Declarative nature of text in main text box and what this implies • Variety of pronoun usage to include audience, instil a sense of pride and teamwork
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	• Range of images designed to echo text – cohesion • Series of links to explore personal stories – designed to engender empathy and contributions from readers
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	• Interactive nature of site, reader can decide which direction to go in • Use of button encourages action – simple act to donate
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	
0 **Shows no knowledge**	Nothing written Unintelligible	