Version 1.0

AQA

General Certificate of Education
June 2010

English Language B   1706

ENGB1   Categorising Texts

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.

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 G** and to relevant ideas from language study, explore how this text represents 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	• Relevant study of male/female language features • Representation of interlocutors to peer group • Dominance/difference/deficit/ diversity theories • Co-operative/competitive • Topic choices/topic management • Stereotypes
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	• Phatic nature of discourse • Dynamics of relationship and how created – use of sarcasm/irony – 'you could pull levers instead', a whole twenty p' • Social nature of context/age of interlocutors – topic choices centre on Jay who is the one at work and away from their previously shared context of school/college • Possible motivations for conversation – anecdotal nature of discourse • Co-operative talk features – adjacency pairs, question answer discourse, laughter • Lexical choices – colloquial words and phrases – 'chippie', 'rubbish', 'take the mick', 'fuming', 'tuck in' – linked to informal context • Interesting use of more elevated choices by Jay when referring to his occupation – 'sole person discounts', 'deductions' to create humour • Overlapping speech/interruptions/ tag question 'doesn't it' • MLU and its significance – Jay tends to say more and link to fact they may see him more infrequently • Shared understandings • Idiolectal features and links to informal context
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	
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	
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 H** and to relevant ideas from language study, explore how language is used to assert power.

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 types of power • Students may refer to other similar texts studied on the course, or relevant research conducted by themselves or their peers • Symbol of JCQ signifying authority, underpinned by all exam boards' initialisms below • Instruction to display poster part of the power of the notice – if displayed, action can be taken • Representation of JCQ and examination boards as authority figures empowered to set rules and prosecute offenders
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**	• Dual target audience – students taking exams and exams officers • Genre – public notice
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	• Textual design – formal layout, emboldening, signs to summarise, forbidden articles with familiar symbolism • Structure clarified by enumeration and bulleted points as subdivisions • Direct address to implied candidate audience • Declarative mood
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	• Range of sentence complexity, including complex sentences and complex list of items banned from the exam room • Use of conditional clauses to explore range of possible situations • Use of modal verb of certainty 'must' emboldened throughout – linked to clarity and power of message
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	• Lexical choices are formal and legalistic in tone – 'gross misconduct' • Lexical choices occasionally 'soften' the message 'unfair', 'dishonest', 'unauthorised', but on other occasions strengthen it: 'criminal offence', 'debarred'
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	• Discourse follows logical structure: rules regarding times, conduct and materials disallowed from the exam room, action taken if rules are broken, possible penalties as a result
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 I** and to relevant ideas from language study, explore how technology 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	• Students may refer to relevant study of radio and TV usage, particularly their own research in the absence of published research • Representation of programme as promoting good local musicians; of presenter as purveyor of good taste in popular music; of radio station as central for entertainment and information in the locality
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	• Variety of voices typical of radio genre
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	• Students may discuss similarities and differences with national radio stations • Fluency of main presenter AG – due to experience and training
3-6 **Describes with some relevance**	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal in reference	• Standard English – relatively informal – reflective of status of BBC? • AG's final invitation to audience to text him allows audience input and makes programme collaborative/democratically dependent on audience reporting news and views
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 of local radio programme, planned but largely unrehearsed (could be pre-recorded**)** • Audience mainly within area although net users can access and 'listen again' worldwide
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	• Jingles for FNG and Radio Shropshire a common feature of music radio • SFX and background music to create appropriate ambience • Transition from lighter commentary to travel news smooth but signalled by jingle so audience can 'tune in' • Lexical choices from field of popular music • More technical lexical choices for precision and repetition of information to aid listener who may have just tuned in • Repetition of FNG and BBC Radio Shropshire 96FM – promotional/informative • A few non-fluency features reflect unrehearsed nature but rare – very few pauses/gaps • Suspense created by AG as he leads into choice of music – keeps listeners interested, especially loyal audience as programme is celebrating one year of broadcasting
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	
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	
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	