General Certificate of Education (A-level)
June 2013

English Language B   **ENGB1**

(Specification 2705)

Unit 1: Categorising Texts

Final

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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.

ENGB1 Principles of Marking

Read and follow the instructions below during the marking period:

- read your examiner standardisation and marking information closely before the exam – it is in your library on the AQA extranet
- on the day of the exam, read and digest the exam paper and mark scheme
- always mark POSITIVELY – we are looking for what students know and can do - not searching for error
- be careful and objective when assessing scripts – your marking will be seen by Team Leaders, Principal Examiner, Chief Examiner, teachers, students and parents.

Mark CONFIDENTIALLY:
- do not mark in public and do not discuss marking with anyone other than senior examiners or AQA staff
- we need to maintain public confidence in what we are doing so to be professional and rigorous is vitally important.

Mark CLEARLY:
- annotate each answer using all the guidance given on the Model Marked Script (MMS) and the standardisation scripts
- use words/abbreviations rather than just assessment objectives (AOs) in your marginal annotations so we can see precisely why a student has earned credit – see MMS
- on the last page write a processed comment for each AO after flicking back to review your ticks and marginal annotations. Put a mark for each AO in the right hand margin and circle the total for each question – see MMS
- your summative comments must be processed for that particular script; do not just copy phrases from the mark scheme but identify particular features of positive achievement for that response – see standardising scripts/MMS
- don't be rude or sarcastic – remember your potential audiences!

Mark CONSISTENTLY:
- read the standardising scripts regularly to ensure you are adhering to the same standard throughout the marking period
- refer to the standardising scripts in your comments – for example 'stronger than S2 on context' 'slightly less insightful than S5 when linking AO1 to AO3'
- the last script you mark must be given as much attention as the first.

Now some more specific guidance for this particular paper:

Task 1

Assessment objectives
AO1 – use of language methods/clear communication – 16 marks
AO2 – range and discussion of grouping choices – 16 marks
AO3 – contextual awareness – 16 marks

- be open-minded to the range of approaches taken by students
- schools and colleges are guided by the specification to start by thinking about audience, purpose, genre and language features as potential areas for grouping – all are acceptable
- 'range' of groupings is more about variety than quantity
- quality of discussion will dictate where on the assessment grid you place an answer NOT the number of groupings discussed

- further guidance will be given in the commentaries for the standardising scripts and from your Team Leader.

Tasks 2, 3 and 4
Gender, Power and Technology

Assessment Objectives
AO2 – concepts and issues related to the topic – 16 marks
AO3i – contextual awareness – 16 marks
AO3ii – use of language methods – 16 marks

- the different weightings for the AOs are important
- both AOs evaluate students' ability to use knowledge of linguistic approaches in their exploration of the data
- think of AO2 in terms of the learned ideas, theories and concepts that students are using to interpret the data
- think of AO3i in terms of links made to contextual factors such as purpose and audience
- think of AO3ii in terms of linguistic methods chosen to analyse the data
- as with Task 1, accept different approaches – some students use the data as a springboard from which to explore learned knowledge; others will complete a more systematic analysis of language features integrating theoretical ideas as they go
- students should choose one question from the three available – on the rare occasion that more than one is attempted, mark all and reward the strongest
- further guidance will be given in the commentaries for the standardising scripts and from your Team Leader.

Section A – Text Varieties

		Skills descriptors	Exemplification	Content descriptors
AO1		**Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression**		
	15-16	**Systematic** and **evaluative** exploration of data using linguistic methods. **Accurate** and **perceptive** linguistic knowledge. Appropriate, controlled and **accurate expression**.	• selects most relevant language methods to explore texts • evaluates systematically • identifies features precisely and consistently • communicates ideas fluently	**A Chance encounter at a market** • greetings • phatic talk • address terms • Q/A discourse structures and some more extended stretches • back-channelling on Mrs Wilson's part • interruptions and overlap • formal and informal lexical choices **B BBC poster** • textual design • typography almost all capitals • direct address • list of rhetorical questions • conditional tense
	11-14	Uses linguistic methods in a **systematic** way. **Appropriate** and **accurate** linguistic knowledge. Controlled and **accurate expression.**	• chooses appropriate language methods to discuss texts • analyses systematically • identifies features accurately • communicates ideas clearly	• 1st person plural – identity of programme makers as team • modality • simple lexical choices • politeness strategies **C Mushrooms make sense advertisement** • textual design – hand drawn naïve images/ photos/informal typography • represented speech in bubbles • pragmatics of joke in adjacency pair
	7-10	**Applies** and **explores** some linguistic methods. **Some appropriate** linguistic knowledge, **moves beyond surface.** **Generally accurate** written communication.	• chooses some appropriate language methods • mixes analysis and description • identifies some features accurately • writes clearly with some lapses	• colloquial voice of narrator as commenting on interchange and subsequent support of the mushroom nutritionally in colloquial and intimate terms • direct address • minor sentences • informal lexical choices • use of dashes in verb phrases • discourse markers • running joke of chicken as a man at end • slogan linked to joke

3-6	**Some linguistic methods** applied, but **not convincing.** **Limited** linguistic knowledge/understanding. **Some clarity** and accuracy in communication.	• shows some evidence of language study • describes with limited discussion • labels features vaguely/with limited accuracy • shows limited clarity	**D Conversation about songwriters** • complexity of discourse given the number of speakers • different roles of speakers - M and J as main interlocutors and others as listeners and occasional contributors • use of questions/imperatives to shed doubt on other speakers' opinions • assertion of opinion and expertise • use of proper nouns to assert knowledge/ opinion • overlapping • non-fluency **E Novel opening** • role of opening to inform entertain and 'hook' audience • use of precise adverbials to add detail • use of pronoun 'he' and occupation 'the lawyer' rather than naming the character • use of minor sentences • mix of simple and compound sentence structures in opening paragraph • parallel syntax at end • use of past tense • third person narrative voice • omniscience of narrator – foreshadows an event • use of deictic pronouns to increase suspense • interesting use of 2nd person 'you'
1-2	Linguistic methods **applied inaccurately** or not at all. **Rudimentary** linguistic knowledge. **Lapses** in written communication.	• shows very limited evidence of language study • describes inaccurately • lacks clarity	• American lexical choices • discourse – crime fiction genre convention **F American cyclist guide** • textual design – labelled diagram/emboldening/bullet points • direct address • imperatives • modal verb 'should' to indicate certainty • semantic field cycling • American lexical choices/collocations • concrete nouns • discourse of heading including slogan
0	Nothing written/Unintelligible.		**G BT leaflet** • text design – intertextuality – like a Lost poster for an animal – conventions continued with Reward at end • looks domestically produced • use of range of typographical strategies • first and second person • use of rhetorical question • imperatives at end • problem/solution discourse structure • positive pre-modification

Marks	Skills descriptors	Exemplification	Content descriptors
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	**Conceptualised, tentative** discussion of reasons for grouping texts. **Explores complexities** of grouping choices.	• chooses data-led links between texts • makes discerning selection of texts • explores reasons for groupings in detail • explores the complexities of task by differentiating within groups	**Purpose** • persuade • entertain • inform • instruct • interactional • multi-purpose • etc.
11-14	**Developed** discussion of reasons for grouping. **Understanding of complexities** shown.	• chooses logical groups given the data • makes productive selection of texts • discusses reasons for groupings in detail • considers complexities of task by differentiating within groups	**Audience** • customers • young • public • adults • etc.
7-10	**Mix of descriptive and analytical** discussion. **Some awareness** of complex nature of grouping task.	• chooses sensible group ideas • makes appropriate selection of texts • discusses groups in straightforward way • may point out some obvious differences	**Genre** • transcript • flyer • advert • etc.

3-6	Often **descriptive** reasons given for choices. **Limited** understanding of the task shown.	• uses inflexible group ideas • makes unreflective selection of texts • describes or paraphrases texts • shows limited awareness of nature of task in that links made are routine and basic	**Formality** • informal • formal • mixed formality • etc. **Mode** • rehearsed/planned • highly planned • spontaneous • multi-modal • etc.
1-2	**Elementary** understanding of categorising language. Possibly **lists texts** under group headings.	• shows limited understanding of the task's requirement • makes unhelpful selection of texts • misunderstands texts • lists groups with limited discussion	**Representation** A speaker identities B representation of BBC as friendly/ inviting C representation of product as tasty/healthy D speaker identities as experts
0	Nothing written. Unintelligible.	• very limited understanding of task • limited understanding of texts	E identity of main character and narrator F representation of writer as offering helpful advice/representation of safe cyclist as black/female G representation of writer as offering helpful advice **Linguistic areas – see AO1 grid**

Marks	Skills descriptors	Exemplification	Content 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.**		
15-16	**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.	• makes links to contextual factors that are developed and illuminating • makes links to context systematically • embeds exemplification into the body of the response	**A Chance encounter at a market** • interlocutors' roles in sustaining conversation • interactional/interpersonal functions **B BBC poster** • persuade • audience of 18-24 year olds
11-14	**Clear understanding** of a range of contextual factors. **Sound analysis** and engagement with factors in light of language features. **Fully supported** interpretations.	• makes links regularly to specific contextual factors • makes clear links between language features and context • exemplifies consistently	**C Mushrooms make sense advert** • persuade/entertain • audience of magazine readers **D Conversation about songwriters** • interlocutors roles in asserting their opinions/expertise • interactional
7-10	**Some consideration** and understanding of contextual factors. **Some awareness** of the link between language features and context. **Generally supported** comment.	• considers the context of the data • makes some links between language features and context • exemplifies but may lack consistency	**E Novel opening** • entertain • adult audience

3-6	**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.
		• makes broad and routine links to context
		• makes some attempt to mention audience and purpose
		• exemplifies inaccurately or rarely
			F American cycle guide
			   • instruct/advise
			   • cyclists
			
			G BT leaflet
			   • persuade
			   • BT customer audience

1-2	**Little or no attempt** to explore issues of audience/purpose/genre/context. **Superficial/generalised** response to the data. Likely to **paraphrase/summarise**.	• shows limited awareness of context • takes a broad/descriptive approach • describes what the data is about	
0	Nothing written. Unintelligible.		

Section B – Language and Social Contexts

EITHER

2   Language and Gender

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		
Marks	**Skills Descriptors**	**Exemplification**	**Content Descriptors**
15-16	**Sensitive** understanding of a range of issues. **Conceptualised**, **tentative** discussion of ideas surrounding topic. **Integrated examples** from study which **illuminate** discussion.	• Critically evaluates relevant concepts • Recognises the relevance of other areas of language study • Recognises complexities of representation (e.g. transcripts, stories)	• Relevant studies linked to gender representation • Stereotypes linked to male concerns: health, fitness, power, strength – linked to the content of the advertisement and graphology • Face theory • Students may refer to relevant ideas from language study, including their own research and observations
11-14	**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.	• Uses the data as a starting point • Selects the most relevant ideas and concepts from learned knowledge • Recognises that AO2 can be challenged • Begins to recognise the relevance of other areas of language study	
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.	• Tries to fit learned knowledge to the data with partial success • Selects some relevant ideas and concepts but may show more knowledge than relevance • Links AO2 knowledge to features in the data, but may be tenuous or over-generalised • Tends to use the data to 'prove' learned knowledge • Considers the area of language study in isolation	

3-6	**Limited** number of language concepts highlighted. **Superficial** understanding shown. Often **descriptive** and/or anecdotal in reference.	• Makes reference to learned knowledge but with limited relevance to the data • Cites research and theory with limited accuracy • Focuses on the data in a very limited way	
1-2	**Elementary** understanding of language concepts and use. **More knowledge than relevance** shown. Occasional reference to language concepts, but likely to be **misunderstood.**	• Makes isolated reference to learned knowledge • Paraphrases the data • Misunderstands concepts and data	
0	Nothing written. Unintelligible.		

AO3i	Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language		
Marks	**Skills Descriptors**	**Exemplification**	**Content Descriptors**
15-16	**Perceptive** and **insightful exploration** of contextual factors.	• Explores relevant contextual factors • Recognises the complexities of context • Explores the connections between different aspects of context	**Genre:** internet advertisement. One of a range of products. **Purposes:** • to inform about health and wellbeing • to persuade the audience to purchase the product, using typical persuasive strategies.
11-14	**Clear understanding** of a range of contextual factors.	• Identifies relevant contextual factors • Analyses context • Recognises some complexities of context	**Audience:** male, likely to be interested in health and fitness. **Representation of male identity** as healthy and with an interest in sports/fitness.
7-10	**Some consideration** and understanding of contextual factors.	• Identifies obvious contextual factors • Begins to analyse	
3-6	**Awareness of one or two factors** influencing data – likely to be **broad** in focus.	• Describes obvious context • Demonstrates limited understanding of the bigger picture	
1-2	**Little or no attempt** to explore issues of audience/ purpose/genre/context.	• Paraphrases the given context • Demonstrates little understanding of context	
0	Nothing written. Unintelligible.		

AO3ii	Knowledge of the key constituents of language		
Marks	**Skills Descriptors**	**Exemplification**	**Content Descriptors**
15-16	**Analytical** and **systematic** interpretation of factors and influence of language features. **Integrated** and **helpful** use of the data to support interpretation.	• Selects salient language methods demonstrating understanding of complexities of data • Clusters points to identify significant patterns of use • Embeds exemplification into the body of analysis	• Discourse structure: subheadings and enumeration to shape content • Links/navigation tools as part of web based advertisement • Content based on health and fitness • Pseudo-scientific lexis to promote the benefits of the product • Graphology: colour linked to gender identity; sporting image linked to aspirational male roles • Use of positive modifiers • Lexis linked to 'power' and 'strength', reinforcing typical male stereotypes • Modality to suggest or emphasise health benefits • Complex sentences to explain benefits of the product • Repetition of 'men' throughout; absence of pronouns except in header • Repetition of brand name – for advertising purposes
11-14	**Sound analysis** and engagement with factors in the light of language features. **Fully supported** interpretations.	• Selects relevant language methods • Clusters points to identify patterns of use • Exemplifies consistently • Shows a consistent degree of accuracy	
7-10	**Some awareness** of the link between language features and context. **Generally supported** comment.	• Selects some relevant language methods • Begins to recognise some patterns of use • Exemplifies but may lack a consistent approach • Uses terminology with some accuracy	

3-6	**Limited awareness** of the link between language features and context. **Some illustrated points.**	• Labels language features with partial relevance • Takes a line-by-line or unsystematic approach • Exemplifies inaccurately or rarely • Uses generalised or imprecise terminology	
1-2	**Superficial/generalised** response to the data. Likely to **paraphrase/ summarise.**	• Makes isolated language points • Takes a very descriptive approach • Rarely uses terminology	
0	Nothing written. Unintelligible.		

OR

3   Language and Power

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		
Marks	**Skills Descriptors**	**Exemplification**	**Content Descriptors**
15-16	**Sensitive** understanding of a range of issues. **Conceptualised**, **tentative** discussion of ideas surrounding topic. **Integrated examples** from study which **illuminate** discussion.	• Critically evaluates relevant concepts • Recognises the relevance of others areas of language study • Recognises complexities of representation (e.g. transcripts, stories)	• Relevant references to instrumental power • Relevant references to influential power • Awareness of positional power • Asymmetrical power • Power issues surrounding status
11-14	**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.	• Uses the data as a starting point • Selects the most relevant ideas and concepts from learned knowledge • Recognises that AO2 can be challenged • Begins to recognise the relevance of other areas of language study	• Power issues surrounding roles • Power issues regarding hierarchy • Face theories • Politeness strategies • Reference to relevant ILS (e.g. Fairclough, Wareing)
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.	• Tries to fit learned knowledge to the data with partial success • Selects some relevant ideas and concepts but may show more knowledge than relevance • Links AO2 knowledge to features in the data, but may be tenuous or over-generalised • Tends to use the data to 'prove' learned knowledge • Considers the area of language study in isolation	• Accommodation theory • Power within the discourse • Power behind the discourse • References to own discussion, observations and research

3-6	**Limited** number of language concepts highlighted. **Superficial** understanding shown. Often **descriptive** and/or anecdotal in reference.	- Makes reference to learned knowledge but with limited relevance to the data - Cites research and theory with limited accuracy - Focuses on the data in a very limited way	
1-2	**Elementary** understanding of language concepts and use. **More knowledge than relevance** shown. Occasional reference to language concepts, but likely to be **misunderstood.**	- Makes isolated reference to learned knowledge - Paraphrases the data - Misunderstands concepts and data	
0	Nothing written. Unintelligible.		

AO3i	Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language		
Marks	**Skills Descriptors**	**Exemplification**	**Content Descriptors**
15-16	**Perceptive** and **insightful exploration** of contextual factors.	- Explores relevant contextual factors - Recognises the complexities of context - Explores the connections between different aspects of context	**Genre:** • Speech (spontaneous but probably pre-planned) **Purpose of speech:** • To inform parents of new students about the school and to support the transition from primary to secondary school
11-14	**Clear understanding** of a range of contextual factors.	- Identifies relevant contextual factors - Analyses context - Recognises some complexities of context	• Possible dual purpose of persuasion **Audience:** • May have expectations and pre-conceived ideas about the speech, the Headteacher and their overall visit • Some may have previous knowledge about the school
7-10	**Some consideration** and understanding of contextual factors.	- Identifies obvious contextual factors - Begins to analyse	• Possible mixed audience (some new to school, others more familiar – may have older children at the school)
3-6	**Awareness of one or two factors** influencing data – likely to be **broad** in focus.	- Describes obvious context - Demonstrates limited understanding of the bigger picture	• Audience have been invited and are there by choice • Parent and child audience but aimed at the adults
1-2	**Little or no attempt** to explore issues of audience/ purpose/genre/context.	- Paraphrases the given context - Demonstrates little understanding of context	• Relationship between speaker and audience **Formal context** **School environment in the evening**
0	Nothing written. Unintelligible.		**Role of speaker**

AO3ii	Knowledge of the key constituents of language		
Marks	**Skills Descriptors**	**Exemplification**	**Content Descriptors**
15-16	**Analytical** and **systematic** interpretation of factors and influence of language features. **Integrated** and **helpful** use of the data to support interpretation.	• Selects salient language methods demonstrating understanding of complexities of data • Clusters points to identify significant patterns of use • Embeds exemplification into the body of analysis	• First person (and no self-introduction) • Second person direct address • Inclusive language involving parents (e.g. "you all")
11-14	**Sound analysis** and engagement with factors in the light of language features. **Fully supported** interpretations.	• Selects relevant language methods • Clusters points to identify patterns of use • Exemplifies consistently • Shows a consistent degree of accuracy	• Inclusive language involving all school staff (e.g. pronouns "we" and "our") • Pre-modifiers including some repetition (e.g. "really really", "very very")
7-10	**Some awareness** of the link between language features and context. **Generally supported** comment.	• Selects some relevant language methods • Begins to recognise some patterns of use • Exemplifies but may lack a consistent approach • Uses terminology with some accuracy	• Superlatives • Comparatives • Adverb choices • Facts/statistics • Positive lexical choices (e.g. "delighted","excited")
3-6	**Limited awareness** of the link between language features and context. **Some illustrated points.**	• Labels language features with partial relevance • Takes a line-by-line or unsystematic approach • Exemplifies inaccurately or rarely • Uses generalised or imprecise terminology	• Question/Answer structure in places • Limited non-fluency features • Repetitive syntax structures
1-2	**Superficial/generalised** response to the data. Likely to **paraphrase/ summarise.**	• Makes isolated language points • Takes a very descriptive approach • Rarely uses terminology	• Juxtaposing phrases (minimal… maximum…) • Modal verbs

0	Nothing written. Unintelligible.		• Isolated switch in register including informal lexis choices ("kids", "mummy") • Some lexis from field of education • Politeness markers

OR

4   Language and Technology

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		
Marks	**Skills Descriptors**	**Exemplification**	**Content Descriptors**
15-16	**Sensitive** understanding of a range of issues. **Conceptualised**, **tentative** discussion of ideas surrounding topic. **Integrated examples** from study which **illuminate** discussion.	• Critically evaluates relevant concepts • Recognises the relevance of other areas of language study • Recognises complexities of representation (e.g. transcripts, stories)	• References to relevant areas of language study • References to own discussion, observations and research • Conventions of podcasts • Discussion of evolving and developing technology – the recent rise of podcasts • Link to conventions of radio – possible similarities/differences to this media form • Interactive aspect of technology
11-14	**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.	• Uses the data as a starting point • Selects the most relevant ideas and concepts from learned knowledge • Recognises that AO2 can be challenged • Begins to recognise the relevance of other areas of language study	
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.	• Tries to fit learned knowledge to the data with partial success • Selects some relevant ideas and concepts but may show more knowledge than relevance • Links AO2 knowledge to features in the data, but may be tenuous or over-generalised • Tends to use the data to 'prove' learned knowledge • Considers the area of language study in isolation	• Affordances of this form of technology • Constraints of this form of technology • References to different roles with possible power link

3-6	**Limited** number of language concepts highlighted. **Superficial** understanding shown. Often **descriptive** and/or anecdotal in reference.	- Makes reference to learned knowledge but with limited relevance to the data - Cites research and theory with limited accuracy - Focuses on the data in a very limited way	
1-2	**Elementary** understanding of language concepts and use. **More knowledge than relevance** shown. Occasional reference to language concepts, but likely to be **misunderstood.**	- Makes isolated reference to learned knowledge - Paraphrases the data - Misunderstands concepts and data	
0	Nothing written. Unintelligible.		

AO3i	Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language		
Marks	**Skills Descriptors**	**Exemplification**	**Content Descriptors**
15-16	**Perceptive** and **insightful exploration** of contextual factors.	• Explores relevant contextual factors • Recognises the complexities of context • Explores the connections between different aspects of context	**Genre:** • Podcast **Purpose:** • Dual purpose to inform and entertain **Audience:**
11-14	**Clear understanding** of a range of contextual factors.	• Identifies relevant contextual factors • Analyses context • Recognises some complexities of context	• Although available to all possibly aimed at a more specialist audience • May have shared and assumed knowledge • Formal context – BBC • Linked to national radio station
7-10	**Some consideration** and understanding of contextual factors.	• Identifies obvious contextual factors • Begins to analyse	• Perceptions and expectations of BBC • Free download – available to all web users
3-6	**Awareness of one or two factors** influencing data – likely to be **broad** in focus.	• Describes obvious context • Demonstrates limited understanding of the bigger picture	• Easy access through BBC website • May have been advertised on BBC radio directing listeners to the website
1-2	**Little or no attempt** to explore issues of audience/ purpose/genre/context.	• Paraphrases the given context • Demonstrates little understanding of context	• Scripted • Edited
0	Nothing written. Unintelligible.		• Not a live broadcast • May only be available for a limited amount of time • Can be listened to via the website or downloaded and listened to at a later date on another device

AO3ii	Knowledge of the key constituents of language		
Marks	**Skills Descriptors**	**Exemplification**	**Content Descriptors**
15-16	**Analytical** and **systematic** interpretation of factors and influence of language features. **Integrated** and **helpful** use of the data to support interpretation.	• Selects salient language methods demonstrating understanding of complexities of data • Clusters points to identify significant patterns of use • Embeds exemplification into the body of analysis	• Initially first person with self-introduction • Imperatives • Pronouns to involve (e.g. "your say")
11-14	**Sound analysis** and engagement with factors in the light of language features. **Fully supported** interpretations.	• Selects relevant language methods • Clusters points to identify patterns of use • Exemplifies consistently • Shows a consistent degree of accuracy	• Discourse structure – introducing what is to follow; closing statement • Mixed register • Mix of formal and informal (e.g. "up for it") lexis from presenter – however, mainly formal
7-10	**Some awareness** of the link between language features and context. **Generally supported** comment.	• Selects some relevant language methods • Begins to recognise some patterns of use • Exemplifies but may lack a consistent approach • Uses terminology with some accuracy	• Features of spontaneous speech such as non-fluency features in audio clips (e.g. voiced pauses and fillers)
3-6	**Limited awareness** of the link between language features and context. **Some illustrated points.**	• Labels language features with partial relevance • Takes a line-by-line or unsystematic approach • Exemplifies inaccurately or rarely • Uses generalised or imprecise terminology	• Elision in audio clips • Informal lexis in audio clips • Discourse marker

1-2	**Superficial/generalised** response to the data. Likely to **paraphrase/ summarise**.	• Makes isolated language points • Takes a very descriptive approach • Rarely uses terminology	• Lexical field of music • Repetition (e.g. 'six music'; 'daily music news') • No non-fluency features in presenter talk • Use of jingles/music (and music continuing to play during spoken sections) • Pre-modifiers • Conditional
0	Nothing written. Unintelligible.		