

# **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.

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**General Numerical Mark Scheme** 

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.	Insightful and judicious groups chosen.	Perceptive and insightful exploration of contextual factors.	
	Accurate and perceptive linguistic knowledge.	Conceptualised, tentative discussion of reasons for grouping texts.	Analytical and systematic interpretation of factors and influence of language features.	
	Appropriate, controlled and accurate expression.	Explores subtleties of grouping choices.	Integrated and helpful use of the data to support interpretation.	
11-14	Uses linguistic methods in a systematic way.	Offers a range of interesting groups.	Clear understanding of a range of contextual factors.	
	Appropriate and accurate linguistic knowledge.	Developed discussion of reasons for grouping.	Sound analysis and engagement with factors in light of language features.	
	Controlled and accurate expression.	Understanding of complexities shown.	Fully supported interpretations.	
7-10	Applies and explores some linguistic methods.	A number of groups offered.	Some consideration and understanding of contextual factors.	
	Some appropriate linguistic knowledge, moves beyond surface.	Mix of descriptive and analytical discussion.	Some awareness of the link between language features and context.	
	Generally accurate written communication.	Some awareness of complex nature of grouping task.	Generally supported comment.	
3-6	Some linguistic methods applied, but not convincing.	Limited number of groups chosen.	Awareness of one or two factors influencing data – likely to be broad in focus.	
	Limited linguistic knowledge/understanding.	Often descriptive and/or anecdotal reasons given for choices.	Some limited attempt to analyse audience/purpose/genre/context.	
	Some clarity and accuracy in communication.	Superficial understanding of the task shown.	Some illustrated points.	
1-2	Linguistic methods applied inaccurately or not at all.	Unhelpful groups chosen – texts possibly placed in inappropriate groups.	Little or no attempt to explore issues of audience/purpose/ genre/context.	
	Rudimentary linguistic knowledge.	Elementary understanding of categorising language.	Superficial/generalised response to the data.	
	Lapses in written communication.	Possibly lists texts under group headings.	Likely to paraphrase/summarise.	
0	Nothing written. Unintelligible.	Nothing written. Unintelligible.	Nothing written. Unintelligible.	

Mark	AO2 Demonstrate critical	Mark	AO3 Analyse and evaluate the influence of
Mark	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.	Wark	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.	30-32	Perceptive and insightful exploration of contextual factors.
	Conceptualised discussion of ideas surrounding topic.		Analytical and systematic interpretation of factors and influence of language features.
	Integrated examples from study which illuminate data/discussion.		Integrated and helpful use of the data to support interpretation.
11-14	Clear understanding of a range of language concepts/issues.	22-29	Clear understanding of a range of contextual factors.
	Developed discussion of ideas relating to concepts/issues related to topic.		Sound analysis and engagement with factors in light of language features.
	Explores a range of well-selected examples.		Fully supported interpretations.
7-10	Some awareness of language concepts and issues.	14-21	Some consideration and understanding of contextual factors.
	A number of concepts/issues discussed – but not fully explored.		Some awareness of the link between language features and context.
	Beginning to select and use salient examples.		Generally supported comment.
3-6	Limited number of language concepts highlighted.	6-13	Awareness of one or two factors influencing data – likely to be broad in focus.
	Superficial understanding shown.		Some limited attempt to analyse audience/purpose/genre/context.
	Often descriptive and/or anecdotal in reference.		Some illustrated points.
1-2	Elementary understanding of language concepts and use.	1-5	Little or no attempt to explore issues of audience/purpose/genre/context.
	More knowledge than relevance shown.		Superficial/generalised response to the data.
	Occasional reference to language concept, but likely to be misunderstood.		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**

0

Shows no

knowledge

Nothing written

Unintelligible

#### 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 Demonstrate critical understanding of a range of concepts and issues related to the AO2 construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches 15-16 Sensitive understanding of a range of issues Relevant study of male/female language **Synthesises** Conceptualised discussion of ideas surrounding topic features Integrated examples from study which illuminate Representation of interlocutors to peer group discussion 11-14 Clear understanding of a range of language concepts and issues Dominance/difference/deficit/ diversity theories **Explores** relevantly Developed discussion of ideas relating to concepts/issues related to topic Co-operative/competitive Explores a range of well-selected examples Topic choices/topic Some awareness of language concepts and issues management 7-10 A number of concepts/issues discussed – but not Begins to Stereotypes make links fully explored Beginning to select and use salient examples Limited number of language concepts highlighted 3-6 **Describes** Superficial understanding shown with some relevance Often descriptive and/or anecdotal in reference 1-2 Elementary understanding of language concepts and use Repeats without More knowledge than relevance shown insight Occasional reference to language concept, but likely to be misunderstood

Marks	Skills Descriptors	Content Descriptors
	AO3 Analyse and evaluate the	•
_	influence of contextual factors on the	
AO3	production and reception of spoken	
	and written language, showing	
	knowledge of the key constituents of	
	language	
30-32	Perceptive and insightful exploration of	<ul> <li>Phatic nature of discourse</li> </ul>
	contextual factors	
Evaluates		<ul> <li>Dynamics of relationships and</li> </ul>
systematically	Analytical and systematic interpretation	how created
	of factors and influence of language	
	features	Social context/age of interlocutors
	Integrated and helpful use of the data to	<ul> <li>Possible motivations for</li> </ul>
	support interpretation	conversation
22-29	Clear understanding of a range of	
	contextual factors	<ul> <li>Co-operative talk features</li> </ul>
Analyses		
	Sound analysis and engagement with	<ul> <li>Lexical choices – mild</li> </ul>
	factors in the light of language features	expletives/emotive
	Fully supported interpretations	Overlapping speech/interruptions
14-21	Some consideration and understanding	
	of contextual factors	MLU and its significance
Begins to analyse		
	Some awareness of the link between	
	language features and context	
	Generally supported comment	
6-13	Awareness of one or two factors	
	influencing data – likely to be broad in	
Describes with	focus	
some relevance		
	Some limited attempt to analyse	
	audience/purpose/genre/context	
	Campa illustrate dun aists	
4 =	Some illustrated points	
1-5	Little or no attempt to explore issues of	
Davanhussas	audience/purpose/genre/context	
Paraphrases	Cup orficial/gop oralic ad recorded 4- 4-	
	Superficial/generalised response to the	
	data	
	Likely to paraphrase/summarise	
0	Likely to paraphrase/summarise  Nothing written	}
	I Nothing written	
Shows no	Unintelligible	
knowledge	Officialigible	
Kilowieuge		

# 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	Sensitive understanding of a range of issues	•	Relevant reference to studies of classroom discourse and theories
Synthesises	Conceptualised discussion of ideas surrounding topic  Integrated examples from study which illuminate discussion	•	Teacher's representation of self as leading group through activity in an interactive manner
11-14 Explores	Clear understanding of a range of language concepts and issues	•	Children's representation of themselves as co-operative learners au fait with classroom codes of
relevantly	Developed discussion of ideas relating to concepts/issues related to topic	•	behaviour even at this young age  Varying questioning strategies used by
	Explores a range of well-selected examples		the teacher – open/closed/known
7-10	Some awareness of language concepts and issues		answer
Begins to make links	A number of concepts/issues discussed – but not fully explored	•	Teacher's use of the children's knowledge of story openings to empower them as they identify character/key features of story
	Beginning to select and use salient examples		structure
3-6 Describes with	Limited number of language concepts highlighted	•	Teacher's exploration of story openings at the end of the extract to fulfil aim of lesson
some relevance	Superficial understanding shown		
	Often descriptive and/or anecdotal in reference		
1-2	Elementary understanding of language concepts and use		
Repeats without insight	More knowledge than relevance shown		
	Occasional reference to language concept, but likely to be misunderstood		
0	Nothing written		
Shows no knowledge	Unintelligible		

Marks	Skills Descriptors		Content Descriptors
	AO3 Analyse and evaluate the	•	Transcript is from reception class;
	influence of contextual factors on the		children are probably seated in front of
AO3	production and reception of spoken		the teacher on the floor with teacher
703	and written language, showing		seated at front. Reward discussion from
	knowledge of the key constituents of		own observations/experiences of such
	language		contexts
		•	Small group of four children maybe
			created for research purposes
30-32	Perceptive and insightful exploration of	•	Use of deixis indicating group focus on
	contextual factors		picture book held by the teacher
Evaluates	Analytical and systematic interpretation	•	Question, answer, feedback discourse
systematically	of factors and influence of language		structure and deviations from this when
	features		children's answers are less precise
	Integrated and helpful use of the data to	•	Teacher's feedback to class about the
20.77	support interpretation		contributions of others and expansions of
22-29	Clear understanding of a range of		their responses
	contextual factors		
		•	Use of tag questions to seek children's
Analyses	Sound analysis and engagement with		approval of correct answer 'is it' 'isn't it'
	factors in the light of language features		Positive lexical choices to reward
		•	students' contributions, even when they
44.04	Fully supported interpretations		are wrong, to encourage further
14-21	Some consideration and understanding		contribution
	of contextual factors		Contribution
Pagina ta analysa	Some awareness of the link between	•	Use of first person plural 'we' to include
Begins to analyse	language features and context		whole group in 'investigating' the text
	language realures and context		
	Generally supported comment	•	Teacher's use of proper nouns to praise
C 42	Awareness of one or two factors		and target questions at particular
6-13			individuals
	influencing data – likely to be broad in focus		
Describes with	locus		
some relevance	Some limited attempt to analyze		
Some relevance	Some limited attempt to analyse audience/purpose/genre/context		
	audience/purpose/genre/context		
	Some illustrated points		
1-5	Little or no attempt to explore issues of	1	
1-5	audience/purpose/genre/context		
	addience/parpose/genre/context		
Paraphrases	Superficial/generalised response to the		
i diupinuses	data		
	Likely to paraphrase/summarise		
0	Nothing written		
Shows no	Unintelligible		
knowledge	3 - 3		
	<u> </u>	1	

# OR

# 4 Language and Technology

With detailed reference to  $\textbf{Text} \ \textbf{J}$  and to relevant ideas from language study, explore how technology affects language.

Marks	Skills Descriptors	Content Descriptors	
	AO2 Demonstrate critical understanding of		
	a range of concepts and issues related to		
AO2	the construction and analysis of meanings		
	in spoken and written language, using		
	knowledge of linguistic approaches		
15-16	Sensitive understanding of a range of issues	•	Students may refer to relevant
			study of web-based technology,
Synthesises	Conceptualised discussion of ideas		particularly their own research in
	surrounding topic		the absence of published research
	Integrated examples from study which		
	illuminate discussion	•	Nature of the Web as a potential
11-14	Clear understanding of a range of language		publishing house for anyone and
	concepts and issues		the multiple purpose nature of
Explores	·		this specific site
relevantly	Developed discussion of ideas relating to		
	concepts/issues related to topic	•	Exploration of how the site would
			be updated regularly – 'Launch
	Explores a range of well-selected examples		in the last 24 hours' 'Recent
7-10	Some awareness of language concepts and		lifeboat launch' to allow regular
	issues		visitors to keep abreast of events
Begins to make			
links	A number of concepts/issues discussed – but	•	Conventions of websites and
	not fully explored		variety
			Comments on the generic
	Beginning to select and use salient examples	•	Comments on the generic
3-6	Limited number of language concepts		toolbar at the top of the screen and the various functions/uses of
	highlighted		tools/icons etc.
Describes with			tools/icons etc.
some relevance	Superficial understanding shown	•	Representation of RNLI charity
			and those who volunteer
	Often descriptive and/or anecdotal in reference		and those who volunteer
1-2	Elementary understanding of language		
	concepts and use		
Repeats without			
insight	More knowledge than relevance shown		
	Occasional reference to language concept, but		
	likely to be misunderstood		
0	Nothing written	1	
	Trouming William		
Shows no	Unintelligible		
knowledge	<b>5</b> · ·		
knowieage			

Marks	Skills Descriptors	Content Descriptors
	AO3 Analyse and evaluate the	
	influence of contextual factors on the	
AO3	production and reception of spoken	
	and written language, showing	
	knowledge of the key constituents of	
	language	
30-32	Perceptive and insightful exploration of	Nature of audience – wide ranging
	contextual factors	from regular visitors to browsers
Evaluates	Analytical and systematic interpretation	Range of purposes of site and
systematically	of factors and influence of language	page – persuade, inform, instruct,
	features	entertain
		Tardoral desires descent escapes
	Integrated and helpful use of the data to	Textual design – layout, menus,
	support interpretation	use of colour etc.
22-29	Clear understanding of a range of	- Declarative nature of tout in main
	contextual factors	Declarative nature of text in main text box and what this implies
Analyses	Cound analysis and angagement with	text box and what this implies
Analyses	Sound analysis and engagement with	Variety of pronoun usage to
	factors in the light of language features	include audience, instil a sense of
	Fully supported interpretations	pride and teamwork
14-21	Some consideration and understanding	pride and teamwork
14-21	of contextual factors	Range of images designed to
	Of Contextual factors	echo text – cohesion
Begins to analyse	Some awareness of the link between	
	language features and context	Series of links to explore personal
		stories – designed to engender
	Generally supported comment	empathy and contributions from
6-13	Awareness of one or two factors	readers
	influencing data – likely to be broad in	
	focus	Interactive nature of site, reader
Describes with		can decide which direction to go in
some relevance	Some limited attempt to analyse	- Use of button encourages action
	audience/purpose/genre/context	Use of button encourages action – simple act to donate
		Simple dot to donate
	Some illustrated points	
1-5	Little or no attempt to explore issues of	
	audience/purpose/genre/context	
Paraphrases	Superficial/generalised response to the	
Parapiliases		
	data	
	Likely to paraphrase/summarise	
0	Nothing written	
	Training William	
Shows no	Unintelligible	
knowledge		
	<u> </u>	1