

General Certificate of Education June 2010

English Language B

1706

ENGB1 Categorising Texts

Mark Scheme

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General Numerical Mark Scheme

	General	Numerical Mark Scheme	T
Unit 1	Question 1		
Mark	AO1 Select and apply a range of	AO2 Demonstrate critical	AO3 Analyse and evaluate the
13164111	linguistic methods, to	understanding of a range	influence of contextual factors on
	communicate relevant	of concepts and issues	the production and reception of
	knowledge using appropriate	related to the construction	spoken and written language,
	terminology and coherent,	and analysis of meanings	showing knowledge of the key
	accurate written expression.	in spoken and written	constituents of language.
		language, using knowledge	
		of linguistic approaches.	
15-16	Systematic and evaluative	Insightful and judicious	Perceptive and insightful
	exploration of data using linguistic	groups chosen.	exploration of contextual factors.
	methods.		'
	mounday.		
	Accurate and perceptive linguistic	Conceptualised, tentative	Analytical and systematic
	knowledge.	discussion of reasons for	interpretation of factors and
		grouping texts.	influence of language features.
	Appropriate, controlled and	Explores subtleties of	Integrated and helpful use of the
	accurate expression.	grouping choices.	data to support interpretation.
11-14	Uses linguistic methods in a	Offers a range of interesting	Clear understanding of a range of
	systematic way.	groups.	contextual factors.
	-y	9	
	Appropriate and accurate linguistic	Developed discussion of	Sound analysis and engagement
	knowledge.	reasons for grouping.	with factors in light of language
	Kilowieuge.	reasons for grouping.	features.
			reatures.
	Controlled and accurate	Understanding of	Fully supported interpretations.
	expression.	complexities shown.	
7-10	Applies and explores some	A number of groups offered.	Some consideration and
	linguistic methods.		understanding of contextual factors.
	Some appropriate linguistic	Mix of descriptive and	Some awareness of the link
	knowledge, moves beyond surface.	analytical discussion.	between language features and
	michiga, maraa sayana sanasa	and year are accession.	context.
			Sortion.
	Generally accurate written	Some awareness of complex	Generally supported comment.
	communication.	nature of grouping task.	Generally supported comment.
		ŭ i ŭ	Augusta at an an true factore
3-6	Some linguistic methods applied,	Limited number of groups	Awareness of one or two factors
	but not convincing.	chosen.	influencing data – likely to be broad
			in focus.
	Limited linguistic	Often descriptive and/or	Some limited attempt to analyse
	knowledge/understanding.	anecdotal reasons given for	audience/purpose/genre/context.
	_	choices.	_
	Some clarity and accuracy in	Superficial understanding of	Some illustrated points.
	communication.	the task shown.	The second secon
1-2	Linguistic methods applied	Unhelpful groups chosen –	Little or no attempt to explore
1-2			issues of audience/purpose/
	inaccurately or not at all.	texts possibly placed in	·
		inappropriate groups.	genre/context.
		_, ,	
	Rudimentary linguistic knowledge.	Elementary understanding of	Superficial/generalised response to
		categorising language.	the data.
	Lapses in written communication.	Possibly lists texts under	Likely to paraphrase/summarise.
	,	group headings.	
0	Nothing written.	Nothing written.	Nothing written.
	Unintelligible.	Unintelligible.	Unintelligible.
	Orinitelligible.	Unintelligible.	Ormitelligible.

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.		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.	1	0	Nothing written.
	Unintelligible.			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	 Relevant study of male/female language features Representation of interlocutors
	Integrated examples from study which illuminate discussion	to peer group
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/competitiveTopic choices/topic
	Explores a range of well-selected examples	management
7-10 Beginning to make links	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored	Stereotypes
	Beginning to select and use salient examples	
3-6	Limited number of language concepts highlighted	
Describes with 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	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	
Evaluates systematically 22-29	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 Clear understanding of a range of contextual factors	 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
Analyses	Sound analysis and engagement with factors in the light of language features Fully supported interpretations Some consideration and understanding	previously shared context of school/college Possible motivations for conversation – anecdotal nature of
Begins to analyse	of contextual factors Some awareness of the link between language features and context Generally supported comment	Co-operative talk features – adjacency pairs, question answer discourse, laughter
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	 Lexical choices – colloquial words and phrases – 'chippie', 'rubbish', 'take the mick', 'fuming', 'tuck in' – linked to informal context Interesting use of more elevated
1-5 Paraphrases	Some illustrated points Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	choices by Jay when referring to his occupation – 'sole person discounts', 'deductions' to create humour Overlapping speech/interruptions/ tag question 'doesn't it'
0 Shows no knowledge	Nothing written Unintelligible	 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

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	С	ontent 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		dents may refer to relevant ly of types of power
Synthesises	Conceptualised discussion of ideas surrounding topic Integrated examples from study which illuminate discussion	Stud simi cour cond	dents may refer to other lar texts studied on the rse, or relevant research ducted by themselves or
11-14	Clear understanding of a range of language concepts and issues		r peers
Explores relevantly	Developed discussion of ideas relating to concepts/issues related to topic	auth	nbol of JCQ signifying nority, underpinned by all m boards' initialisms ow
	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	part	ruction to display poster of the power of the notice displayed, action can be
	Beginning to select and use salient examples		resentation of JCQ and
3-6	Limited number of language concepts highlighted	auth	mination boards as nority figures empowered
Describes with some	Superficial understanding shown		et rules and prosecute nders
relevance	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	•	Dual target audience – students taking
	influence of contextual factors on the		exams and exams officers
AO3	production and reception of spoken	•	Genre – public notice
	and written language, showing		
	knowledge of the key constituents of		
	language		
30-32	Perceptive and insightful exploration of	•	Textual design – formal layout,
	contextual factors		emboldening, signs to summarise,
			forbidden articles with familiar
Evaluates	Analytical and systematic interpretation		symbolism
systematically	of factors and influence of language	•	Structure clarified by enumeration and
	features		bulleted points as subdivisions
		•	Direct address to implied candidate
	Integrated and helpful use of the data to		audience
	support interpretation	•	Declarative mood
22-29	Clear understanding of a range of	•	Range of sentence complexity, including
	contextual factors		complex sentences and complex list of
			items banned from the exam room
Analyses	Sound analysis and engagement with	•	Use of conditional clauses to explore
	factors in the light of language features		range of possible situations
		•	Use of modal verb of certainty 'must'
	Fully supported interpretations	_	emboldened throughout – linked to
14-21	Some consideration and understanding		clarity and power of message
	of contextual factors	•	Lexical choices are formal and legalistic
			in tone – 'gross misconduct'
Begins to analyse	Some awareness of the link between	•	Lexical choices occasionally 'soften' the
	language features and context		message 'unfair', 'dishonest',
			'unauthorised', but on other occasions strengthen it: 'criminal offence',
	Generally supported comment	<u> </u>	'debarred'
6-13	Awareness of one or two factors	•	Discourse follows logical structure: rules
	influencing data – likely to be broad in		regarding times, conduct and materials
	focus		disallowed from the exam room, action
Describes with			taken if rules are broken, possible
some relevance	Some limited attempt to analyse		penalties as a result
	audience/purpose/genre/context		•
	Come illustrated naints		
	Some illustrated points	<u> </u>	
1-5	Little or no attempt to explore issues of		
	audience/ purpose/genre/context		
Doronbroos	Cuparficial/gaparalised response to the		
Paraphrases	Superficial/generalised response to the data		
	uata		
	Likely to paraphrase/summarise		
0	Nothing written	İ	
Shows no	Unintelligible		
knowledge			

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	•	Students may refer to relevant study of radio and TV usage, particularly their own research in the absence of published research
11-14	Integrated examples from study which illuminate discussion Clear understanding of a range of language concepts and issues	•	Representation of programme as promoting good local musicians; of presenter as purveyor of good taste in popular music; of radio
Explores relevantly	Developed discussion of ideas relating to concepts/issues related to topic		station as central for entertainment and information in the locality
7-10	Explores a range of well-selected examples Some awareness of language concepts and	•	Variety of voices typical of radio genre
Begins to make links	issues A number of concepts/issues discussed – but	•	Students may discuss similarities and differences with national radio stations
3-6	Beginning to select and use salient examples	•	Fluency of main presenter AG – due to experience and training
Describes with some	Limited number of language concepts highlighted Superficial understanding shown	•	Standard English – relatively informal – reflective of status of BBC?
relevance	Often descriptive and/or anecdotal in reference	•	AG's final invitation to audience to text him allows audience input and makes programme
1-2 Repeats	Elementary understanding of language concepts and use		collaborative/democratically dependent on audience reporting news and views
without insight	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 Analyse and evaluate the	Transcript of local radio programme,
	influence of contextual factors on the	planned but largely unrehearsed
AO3	production and reception of spoken	(could be pre-recorded)
703	and written language, showing	Audience mainly within area although
	knowledge of the key constituents of	net users can access and 'listen
	language	again' worldwide
30-32	Perceptive and insightful exploration of	Jingles for FNG and Radio
00-02	contextual factors	Shropshire a common feature of
	Contextual factors	music radio
Evaluates	Analytical and systematic interpretation	SFX and background music to creat
systematically	of factors and influence of language	appropriate ambience
Systematically	features	
	leatures	Transition from lighter commentary to travel news amount but signalled by
	Integrated and halpful use of the data to	travel news smooth but signalled by
	Integrated and helpful use of the data to	jingle so audience can 'tune in'
00.00	support interpretation	Lexical choices from field of popular
22-29	Clear understanding of a range of	music
	contextual factors	More technical lexical choices for
A I	0	precision and repetition of
Analyses	Sound analysis and engagement with	information to aid listener who may have just tuned in
	factors in the light of language features	
		Repetition of FNG and BBC Radio Shrenghire 06FM
44.04	Fully supported interpretations	Shropshire 96FM – promotional/informative
14-21	Some consideration and understanding	
	of contextual factors	A few non-fluency features reflect Unrepeated nature but rare Very
		unrehearsed nature but rare – very
Begins to analyse	Some awareness of the link between	few pauses/gaps Suspense created by AG as he lead
	language features and context	 Suspense created by AG as he lead into choice of music – keeps listener
	0	interested, especially loyal audience
0.40	Generally supported comment	as programme is celebrating one
6-13	Awareness of one or two factors	year of broadcasting
	influencing data – likely to be broad in	year or broadeacting
B " "	focus	
Describes with	Occurs lively of effective the construction	
some relevance	Some limited attempt to analyse	
	audience/purpose/genre/context	
	Come illustrated naints	
4.5	Some illustrated points	
1-5	Little or no attempt to explore issues of	
	audience/purpose/genre/context	
Paraphrases	Superficial/generalised response to the	
Parapiliases	Superficial/generalised response to the data	
	uala	
	Likely to paraphrase/summarise	
0	Nothing written	
	Trouming written	
Shows no	Unintelligible	
knowledge	Statical globe	
Kilowieuge		