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General Certificate of Education January 2011

English Language B Categorising Texts ENGB1



1706

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Unit 1	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.		

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	30–32	Perceptive and insightful exploration of contextual factors. Analytical and systematic interpretation of
	ideas surrounding topic.		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

2 Language and 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	 relevant study of female language features co-operative/competitive theories representation of interlocutors to each other
11–14 Explores relevantly	illuminate discussionClear understanding of a range of language concepts and issuesDeveloped discussion of ideas relating to concepts/issues related to topicExplores a range of well-selected	 other use of medical register – overt prestige? topic choice/development
7–10 Beginning to make links	examples Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored Beginning to select and use salient	 typical female topics – health/beauty/ children/pregnancy/family expected 'female' controversial features – vague language/hedging/ supportive feedback/development of ideas etc – linked to language study
3–6 Describes with some relevance	examples Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal in reference	 relevant discussion of own research/observations challenging ILS
1–2 Repeats without insight 0 Shows no	Elementary understanding of language concepts and use More knowledge than relevance shown Occasional reference to language concept, but likely to be misunderstood Nothing written Unintelligible	
Shows no knowledge		

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	 contextual starting points very private context close relationship between interlocutors
22–29 Analyses	support interpretation Clear understanding of a range of contextual factors Sound analysis and engagement with factors in the light of language features	 awareness of variables other than gender – age/location/nature of their relationship social/phatic functions of conversation
14–21 Begins to analyse	Fully supported interpretationsSome consideration and understanding of contextual factorsSome awareness of the link between language features and contextGenerally supported comment	 few overlaps but much co-operative interruption conversation features: frequency of contractions, filled pauses, simple connectives, incomplete and interrupted constructions,
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	 repetitions, pauses linked to gestures use of intensifiers standard forms used in the main by both speakers
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	 simple pre-modifiers semantic fields of medicine/beauty
0 Shows no knowledge	Nothing written Unintelligible	

OR

3 Language and Power

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	
45.40	linguistic approaches	
15–16	Sensitive understanding of a range of	main function – to persuade readers to
Synthesises	issues	join Amnesty International
Synthesises	Conceptualised discussion of ideas	 range of methods employed to
	surrounding topic	influence wide audience to act
	Integrated examples from study which	 representative of a recognised
	illuminate discussion	charity/organisation campaigning for
11–14	Clear understanding of a range of	human rights
	language concepts and issues	
Explores relevantly		logo has powerful effect representing
	Developed discussion of ideas relating	imprisonment of innocent victims
	to concepts/issues related to topic	
		case studies of real victims also carries amotive weight
	Explores a range of well-selected	carries emotive weight
7–10	examples Some awareness of language concepts	range of persuasive devices employed
7=10	and issues	to influence/persuade
Beginning to make		
links	A number of concepts/issues discussed	relevant reference to candidate's own
_	 but not fully explored 	research and relevant language study
	Beginning to select and use salient	
	examples	
3–6	Limited number of language concepts	
	highlighted	
Describes with some	Superficial understanding shows	
relevance	Superficial understanding shown	
	Often descriptive and/or anecdotal in	
	reference	
1–2	Elementary understanding of language	1
	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	
Shows no knowledge	Ommeniguie	

Marks	Skills Descriptors	Content Descriptors
	AO3 Analyse and evaluate the	
	influence of contextual factors on the	
100	production and reception of spoken	
AO3	and written language, showing	
	knowledge of the key constituents of	
	language	
30–32	Perceptive and insightful exploration of	broad adult audience
00 02	contextual factors	
Evaluates		 received via post/junk mail
systematically	Analytical and systematic interpretation	
Systematically	of factors and influence of language	- norouppive function class
	features	 persuasive function – also informs to influence audience
	lealures	
	Integrated and helpful use of the date to	feelings and actions
	Integrated and helpful use of the data to	
	support interpretation	range of linguistic devices
22–29	Clear understanding of a range of	employed to influence readers:
	contextual factors	direct address, politeness
Analyses	_	strategies, statistics, emotive
	Sound analysis and engagement with	lexical choices, case studies/first
	factors in the light of language features	person accounts, lists, modal
		verbs of certainty
	Fully supported interpretations	
14–21	Some consideration and understanding	declarative mood
	of contextual factors	
Begins to analyse		text design
-	Some awareness of the link between	
	language features and context	 genre – letter/personalised to
		receiver
	Generally supported comment	
6–13	Awareness of one or two factors	 imperative to close
	influencing data – likely to be broad in	
Describes with	focus	 symbol of Amnesty and
some relevance		exploration of what is represented
	Some limited attempt to analyse	
	audience/purpose/genre/context	graphological representation of a
		woman and link to shopping
	Some illustrated points	culture etc
1–5	Little or no attempt to explore issues of	
-	audience/ purpose/genre/context	
Paraphrases		
	Superficial/generalised response to the	
	data	
	Likely to paraphrase/summarise	
0	Nothing written	
-		
Shows no	Unintelligible	
knowledge		

OR

4 Language and Technology

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 11–14 Explores relevantly 7–10 Beginning to make links 3–6 Describes with some relevance 1–2 Repeats without insight	linguistic approaches Sensitive understanding of a range of issuesConceptualised discussion of ideas surrounding topicIntegrated examples from study which illuminate discussionClear understanding of a range of language concepts and issuesDeveloped discussion of ideas relating to concepts/issues related to topicExplores a range of well-selected examplesSome awareness of language concepts and issuesA number of concepts/issues discussed – but not fully exploredBeginning to select and use salient examplesLimited number of language concepts highlightedSuperficial understanding shownOften descriptive and/or anecdotal in referenceElementary understanding of language concepts and useMore knowledge than relevance shown	 relevant discussion of constraints and affordances relevant discussion of speech/writing boundaries – mix of spoken grammatical rules and SE email correspondence as a cheap and effective communication – can read at leisure and reply if/when want to – relevant discussion of email conventions use of technology to share links to other websites nature of peer group identity and networking contrast in style of John and Brian – idiolect/sociolect features
	Occasional reference to language concept, but likely to be misunderstood	
0 Shawa na kaowladaa	Nothing written	
Shows no knowledge	Unintelligible	

Marks	Skills Descriptors	Content Descriptors
Marks	AO3 Analyse and evaluate the	
	influence of contextual factors on the	
	production and reception of spoken	
AO3	and written language, showing	
	knowledge of the key constituents of	
30–32	language Perceptive and insightful exploration of	nacio numero de incurrent
30-32	contextual factors	main purpose to impart information about patential
Evaluates		information about potential
	Analytical and systematic intermetation	property but also to share in
systematically	Analytical and systematic interpretation	excitement of potential move
	of factors and influence of language	
	features	audience – the participants –
		good friends – shared knowledge
	Integrated and helpful use of the data to	and ambitions
	support interpretation	
22–29	Clear understanding of a range of	nature of peer group
	contextual factors	
Analyses		 graphological issues of layout and
	Sound analysis and engagement with	punctuation – mimics spoken
	factors in the light of language features	language
	Fully supported interpretations	email addresses – personal and
14–21	Some consideration and understanding	work related
	of contextual factors	
Begins to analyse		 non-standard spellings/features
	Some awareness of the link between	probably due to
	language features and context	speed/enthusiasm
	Generally supported comment	phatic and practical nature of
6–13	Awareness of one or two factors	elements of the discussion
	influencing data – likely to be broad in	fm
Describes with	focus	frequency of proper nouns to
some relevance		indicate places
	Some limited attempt to analyse	-Bethelin (C.P.
	audience/purpose/genre/context	elliptical nature of discourse –
	_	speed/economy
	Some illustrated points	
1–5	Little or no attempt to explore issues of	symbols to represent emotions
	audience/purpose/genre/context	xo, =D
Paraphrases		
-	Superficial/generalised response to the	 acronyms 'lol'
	data	
		capitalisation to suggest
	Likely to paraphrase/summarise	heightened emotion/volume
0	Nothing written	
	, č	• etc
Shows no		
knowledge	Unintelligible	
		1