Version 1.0

AQA

**General Certificate of Education
January 2011**

English Language B   1706

Categorising Texts

ENGB1

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 A – Text Varieties

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 illuminate discussion	• relevant study of female language features • co-operative/competitive theories • representation of interlocutors to each other
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	• use of medical register – overt prestige? • topic choice/development • typical female topics – health/beauty/ children/pregnancy/family
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	• expected 'female' controversial features – vague language/hedging/ supportive feedback/development of ideas etc – linked to language study • relevant discussion of own research/observations
3–6 **Describes with some relevance**	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal in reference	• challenging ILS
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	• contextual starting points • very private context • close relationship between interlocutors • awareness of variables other than gender – age/location/nature of their relationship • social/phatic functions of conversation • few overlaps but much co-operative interruption • conversation features: frequency of contractions, filled pauses, simple connectives, incomplete and interrupted constructions, repetitions, pauses linked to gestures • use of intensifiers • standard forms used in the main by both speakers • simple pre-modifiers • semantic fields of medicine/beauty
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

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	• main function – to persuade readers to join Amnesty International • range of methods employed to influence wide audience to act • representative of a recognised charity/organisation campaigning for human rights • logo has powerful effect representing imprisonment of innocent victims • case studies of real victims also carries emotive weight • range of persuasive devices employed to influence/persuade • relevant reference to candidate's own research and relevant language study
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	• broad adult audience • received via post/junk mail • persuasive function – also informs to influence audience feelings and actions • range of linguistic devices employed to influence readers: direct address, politeness strategies, statistics, emotive lexical choices, case studies/first person accounts, lists, modal verbs of certainty
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	• declarative mood • text design • genre – letter/personalised to receiver
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	• imperative to close • symbol of Amnesty and exploration of what is represented • graphological representation of a woman and link to shopping culture etc
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

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 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
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	• main purpose to impart information about potential property but also to share in excitement of potential move • audience – the participants – good friends – shared knowledge and ambitions
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	• nature of peer group • graphological issues of layout and punctuation – mimics spoken language • email addresses – personal and work related
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	• non-standard spellings/features probably due to speed/enthusiasm • phatic and practical nature of elements of the discussion
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	• frequency of proper nouns to indicate places • elliptical nature of discourse – speed/economy
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	• symbols to represent emotions xo, =D • acronyms 'lol' • capitalisation to suggest heightened emotion/volume
0 **Shows no knowledge**	Nothing written Unintelligible	• etc