Version 2.0

General Certificate of Education (A-level)
January 2012

English Language B   ENGB1

(Specification 2705)

Unit 1: Categorising Texts

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
AO3 – contextual awareness – 32 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 AO3 in terms of the more specific linguistic methods that are identified and explored in relation to contextual factors
- 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.

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.

For Examiners Only – To be removed before publication

	A Children's recipe	B Transcript Maisie and mum	C Transcript – Victoria and Linda	D Instructions	E Note to parents	F Mini-saga	G Gallery flyer
Purpose	instruct	interactional	interactional	instruct	entertain	entertain	persuade
Audience	children/ parents	interlocutors	interlocutors	dishwasher owner	writer's parents	Telegraph readers	general public
Genre	recipe	conversation	conversation	product instructions	note	narrative	flyer
Formality	mixed formality	informal	informal	formal	informal	formal	fairly formal
Mode (speech)		spontaneous	spontaneous				
Mode (writing)				highly planned		highly planned	
Multi-modality	symbols/ images and writing			text/image cohesion	handwritten with images represented speech in bubbles		'handwritten' with images represented speech in bubble
Representation	representation of writer as instructor/ advisor	speaker identities	speaker identities	representation of writer as instructor/ advisor	identity of writer	representation of character and events	representation of gallery as exclusive

| Linguistic features | - textual design – range of strategies to interest young reader – looks like a scrapbook
- enumeration
- bullet points

- discourse structure of recipe
- imperatives in instructions
- mitigated imperative in advice section
- some minor sentences | - mum's role in preparing Maisie for school
- Maisie's role in responding and making demands on mum
- Q/A discourse structures and some more extended stretches
- informal lexical choices
- vague lexical choices
- use of deixis
- use of feedback noise – 'oooh' | - L's role in decision making/ reassuring
- V's role in seeking reassurance
- interesting discourse structure
- pausing while they look at presents
- normal non-fluency
- backchannel noises
- informal lexical choices
- use of deixis
- teasing of V by L at end - joking | - enumeration
- textual design – text/image cohesion
- use of arrows and graphic representation
- imperatives and declaratives
- direct address
- modal verbs | - handwritten text/image cohesion
- cartoon conventions – represented speech
- conventions of a letter
- first person
- use of parenthesis as part of joke and to emphasise
- joke based on ambiguity | - declarative mood
- economy of syntax but a range of sentence structures employed
- use of pronoun 'he' for protagonist – creates intrigue
- past tense
- discourse structure of narrative
- link between title and end of story
- complex lexical choices | - textual design – handwritten/ hand drawn images
- represented speech
 - discourse structure of a list
- address conventions
- elliptical and minor sentence structures |
| Other notes | | | | | | | |

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
		• students may refer to relevant concepts linked to gender – for example:
		    • representation
		    • presentation of female stereotypes of this genre
		    • presentation of male stereotypes
		    • political correctness
		    • representation of occupations
		    • socialisation
		    • marked and unmarked forms
		    • notions of male and female behaviour
		    • changing attitudes
		    • politeness.

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	• students may make reference to relevant specific research/theories • students may include relevant ideas from language study including own research and observations
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	Language/contextual factors • audience – young girls • expectations of this genre – wish-fulfilment/ world of fashion as glamorous • purpose – entertain/educate
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	• genre – narrative • aspirational ideology offered • representation of two contrasting female characters through contrasting lexical choices- names of female characters possibly imply working class vs. middle class
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	• semantic fields connected with women – clothing, shoes, handbags, hair, colours • heavy use of pre-modification to describe their appearance and the clothes they are wearing
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	• lexical choices to imply weakness and/or inadequacy on part of Nora – *perched uncertainly*, *little gasp, hesitated, faltered, breathless* contrasted with more aggressive choices for Lisette – *icy tones, calm, poised, indignantly, hostile, curtly*
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	• representation of male stereotype of Frenchman – *dapper, little, bewildered, distressed* • title of story and this extract as start to establish character and setting, set up complication for competition for job
0 **Shows no knowledge**	Nothing written Unintelligible	• represented speech and monologue • textual design – dated use of font and ribbon border • exploration of representation of Nora in picture

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	• students may refer to relevant concepts linked to power – for example: • instrumental • authority • status • representation • formality • rules/consequences • etc. • students may make reference to relevant specific research/theories – for example Fairclough • students may include relevant ideas from language study including own research and observations
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	Language/contextual factors • audience – hirer of boat/lawyers/owner • inform/instruct • terms and conditions/contract for hire/legal document • function as legal document – obligation/responsibility
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	• implied simplicity • enumeration • formal lexical choices • legal and boating semantic fields
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 • use of conditional clauses • passive and active constructions • modal verbs of certainty/probability
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	• direct address • some use of parenthesis and and/or to signal alternatives • reference to boat owner in third person as *hire operator/Bennett Boatyard* – creates distance/ formality
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	• first person at end when agreeing to terms and conditions and signing contract • textual design – formulaic with section for reader to complete and sign to make T & C binding
0 **Shows no knowledge**	Nothing written Unintelligible	• emboldening for key information • pragmatic implications of the dangers of bad weather, drinking alcohol, not wearing buoyancy aids etc.

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
		• students may refer to relevant concepts linked to technology – for example:
		  • replay conventions
		  • complexity of the digital media that allow slick movement between features - editing of interviews, replays and presenter - planned nature of coverage of this nature on website
		  • commentary supplements picture
		  • use of music to create atmosphere
		  • voiceovers
		  • interview conventions
		  • visuals to accompany commentary
		  • website affordances that allow BBC to deliver retrospective coverage of events for users.
		
		• students may make reference to relevant specific research/theories although this is more limited for this topic – accept comment on conventions of the medium as evidence of AO2
		
		• students may include relevant ideas from language study including own research and observations

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	Language/Contextual factors • audience – users of BBC website/original audiences would have seen events live on terrestrial TV • purposes – inform/entertain • genre – sports coverage – commentary/interviews/replay
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	• clear references to time, event, location to orientate viewer at start of report by presenter • semantic fields of swimming, competition, time, distance • precise references to time and distance to give impression of expertise and knowledge
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	• athletes referred to in a number of ways • use of sporting references/collocations for speed and accuracy of description • positive pre-modification to describe athletes
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	• ellipsis in commentary • frequency of pronoun use by all – shared knowledge • use of modifiers to add emotional impact • movement between tenses due to nature of broadcast as a mixture of live coverage/interviews and presenter comment
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	• movement between fact and opinion – nature of genre – personal bias of presenter evident with British competitors • conversational register to add to sharing experience with viewer and when interviewees are speaking
0 **Shows no knowledge**	Nothing written Unintelligible	• more spontaneous spoken features from interviewees