



**General Certificate of Education (A-level)
June 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.

Further copies of this Mark Scheme are available from: aqa.org.uk

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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, grade reviewers, 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	<p>Sensitive understanding of a range of issues/concepts.</p> <p>Conceptualised discussion of ideas surrounding topic.</p> <p>Integrated examples from study which illuminate data/discussion.</p>	30–32	<p>Perceptive and insightful exploration of contextual factors.</p> <p>Analytical and systematic interpretation of factors and influence of language features.</p> <p>Integrated and helpful use of the data to support interpretation.</p>
11–14	<p>Clear understanding of a range of language concepts/issues.</p> <p>Developed discussion of ideas relating to concepts/issues related to topic.</p> <p>Explores a range of well-selected examples.</p>	22–29	<p>Clear understanding of a range of contextual factors.</p> <p>Sound analysis and engagement with factors in light of language features.</p> <p>Fully supported interpretations.</p>
7–10	<p>Some awareness of language concepts and issues.</p> <p>A number of concepts/issues discussed – but not fully explored.</p> <p>Beginning to select and use salient examples.</p>	14–21	<p>Some consideration and understanding of contextual factors.</p> <p>Some awareness of the link between language features and context.</p> <p>Generally supported comment.</p>
3–6	<p>Limited number of language concepts highlighted.</p> <p>Superficial understanding shown.</p> <p>Often descriptive and/or anecdotal in reference.</p>	6–13	<p>Awareness of one or two factors influencing data – likely to be broad in focus.</p> <p>Some limited attempt to analyse audience/purpose/genre/context.</p> <p>Some illustrated points.</p>
1–2	<p>Elementary understanding of language concepts and use.</p> <p>More knowledge than relevance shown.</p> <p>Occasional reference to language concept, but likely to be misunderstood.</p>	1–5	<p>Little or no attempt to explore issues of audience/purpose/genre/context.</p> <p>Superficial/generalised response to the data.</p> <p>Likely to paraphrase/summarise.</p>
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 illuminate discussion	<ul style="list-style-type: none"> • students may refer to relevant concepts linked to gender – For example: <ul style="list-style-type: none"> • modern representation of female stereotypes of this genre • presentation of male stereotypes
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	<ul style="list-style-type: none"> • political correctness • representation of occupation • socialisation
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	<ul style="list-style-type: none"> • notions of male and female behaviour • social hierarchies.
3-6 Describes with some relevance	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal in reference	<ul style="list-style-type: none"> • students may make reference to relevant specific research/theories • students may include relevant ideas from language study including own research and observations
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	Language/Contextual factors
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	<ul style="list-style-type: none"> • audience – adult women • purpose – entertain
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	<ul style="list-style-type: none"> • genre – romantic fiction/sub-genre – medical • fantasy/idealised world • semantic fields of medicine, clothing, emotions • presentation of female stereotype using emotions/physical reactions implying vulnerability - <i>stared deep into her soul, holding her breath, devastating effect on her equilibrium</i> and some physical description – <i>brown eyes</i>
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	<ul style="list-style-type: none"> • presentation of males using clichéd physical description – <i>eyes of icy blue, twinkling eyes, smooth as silk</i> • contrasting approach to operation – male focused/female distracted
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	<ul style="list-style-type: none"> • hierarchy established – even though she is <i>Dr</i> he is <i>Professor</i> throughout - reader learns her first name but not his • represented speech and what that reveals about his attitude to females – <i>demanding, strong note of impatience</i>
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	<ul style="list-style-type: none"> • flirtatious innuendo at her expense – <i>'Where do you want me' 'I can certainly think of a few answers to that question'</i> • third person narrative but reader is party to Penny's thought and feelings not male characters'
0 Shows no knowledge	Nothing written Unintelligible	<ul style="list-style-type: none"> • Some implied sexual suggestions – <i>eyes...raking over her theatre gown, what would happen when he de-gowned and she saw the rest of him</i>

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	<ul style="list-style-type: none"> • students may refer to relevant concepts linked to power – For example: <ul style="list-style-type: none"> • influential power • social networks
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	<ul style="list-style-type: none"> • use of group identity/solidarity • representation of protest group and Sainsbury's • formality.
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	<ul style="list-style-type: none"> • students may make reference to relevant specific research/theories • students may include relevant ideas from language study including own research and observations • representation, eg letter
3-6 Describes with some relevance	Limited number of language concepts highlighted Superficial understanding shown Often descriptive and/or anecdotal in reference	<ul style="list-style-type: none"> • politeness features
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	Language/Contextual factors
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	<ul style="list-style-type: none"> • audience – residents of Bishop’s Waltham • purposes –inform/persuade residents to join campaign/write to Winchester City Council • genre – leaflet/flyer • regional identity/promoting caring identity • textual design – range of methods used – including ribbon in shape of heart, image of alarm clock together with banner
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	<ul style="list-style-type: none"> • colours – red/green and what they might imply • professional production
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	<ul style="list-style-type: none"> • range of discourse strategies – letter form, text boxes, slogans, website, initialism for group • range of persuasive strategies – imperatives, rhetorical question, exclamatives, emotive lexical choices
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	<ul style="list-style-type: none"> • use of first person plural pronouns <i>we/us</i> to suggest strength and unity • direct address
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	<ul style="list-style-type: none"> • conditional tense used to explore possible consequences if proposal is allowed and range of consequences if proposal goes ahead • use of dates/times/statistics to stress urgency
0 Shows no knowledge	Nothing written Unintelligible	<ul style="list-style-type: none"> • representation of Sainsbury’s as enemy using semantic field of war - <i>battle, destroy, fight</i> • clichés associated with such campaigns • address forms, eg Dear

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	<ul style="list-style-type: none"> • students may refer to relevant concepts linked to technology – For example: <ul style="list-style-type: none"> • compressed language • speed • ease • constraints of keypad. • students may refer to other relevant ideas from language study including: <ul style="list-style-type: none"> • youth sociolect • social networks • gender issues • politeness • accommodation • 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
A03	A03 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	Language/Contextual factors
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	<ul style="list-style-type: none"> • audience – varied recipients • multi-functional – informational/friendship maintenance/social planning/romance etc. • genre – text messages • non-standard spelling relating to speed of communication and texting conventions
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	<ul style="list-style-type: none"> • vowel deletion <i>wer/wnt/gt/plz/bk/txt/dnt</i> • phonetic spelling <i>crikit/ur/cud/</i> • number homophones 2, 4, <i>2nite/deliber8ly/2dy/l8r</i>
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	<ul style="list-style-type: none"> • sentence types linked to functions – interrogatives, imperatives, declaratives • elliptical nature of messages
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	<ul style="list-style-type: none"> • politeness features of messages and the differences between messages to different receivers • some openings in response to questions asked by receivers
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	<ul style="list-style-type: none"> • variety of topic choices/ levels of formality due to receivers • use of sociolect – <i>footy/net/quid</i> • purposes of messages largely transactional but interactional features too – shared contexts - family, socialising, affectionate closing sequences to girlfriend and x to mum
0 Shows no knowledge	Nothing written Unintelligible	