

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.

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

Copyright © 2012 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools and colleges to photocopy any material that is acknowledged to a third party even for internal use within the schools and colleges.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).

Registered address: AQA, Devas Street, Manchester M15 6EX.

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.	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.	Nothing written.	Nothing written.
	Unintelligible.	Unintelligible.	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.	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.	0	Nothing written.
	Unintelligible.		Unintelligible.

Section A - Text Varieties

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	- textual	- mum's role in	- L's role in	- enumeration	- handwritten	- declarative mood	- textual design –
features	design – range	preparing Maisie	decision making/	- textual design	text/image	- economy of	handwritten/
	of strategies to	for school	reassuring	- text/image	cohesion	syntax but a range	hand drawn images
	interest young	- Maisie's role in	- V's role in	cohesion	- cartoon	of sentence	- represented
	reader – looks	responding and	seeking	- use of arrows	conventions -	structures	speech
	like a	making demands	reassurance	and graphic	represented	employed	- discourse
	scrapbook	on mum	- interesting	representation	speech	- use of pronoun	structure of a list
	- enumeration	- Q/A discourse	discourse	- imperatives	- conventions of a	'he' for protagonist	- address
	 bullet points 	structures	structure	and	letter	 creates intrigue 	conventions
		and some more	- pausing while	declaratives	- first person	- past tense	- elliptical and minor
	- discourse	extended	they look at	- direct address	- use of	- discourse	sentence structures
	structure of	stretches	presents	- modal verbs	parenthesis as	structure of	
	recipe	- informal lexical	- normal non-		part of joke and to	narrative	
	- imperatives	choices	fluency		emphasise	- link between title	
	in instructions	- vague lexical	- backchannel		- joke based on	and end of story	
	- mitigated	choices	noises		ambiguity	- complex lexical	
	imperative in advice section	- use of deixis - use of feedback	- informal lexical choices			choices	
	- some minor	noise – 'oooh'	- use of deixis				
	sentences	110156 - 00011	- teasing of V by L				
	Sentences		at end - joking				
Other notes			at one joining				
		1		l	1	1	1

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
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	 representation of occupations socialisation marked and unmarked forms notions of male and female behaviour changing attitudes politeness.
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 0 Shows no knowledge	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	

Marks	Skills Descriptors	Content Descriptors
	AO3 Analyse and evaluate the	
	influence of contextual factors on the	
AO3	production and reception of spoken and written language, showing	
	knowledge of the key constituents of	
	language	
30–32	Perceptive and insightful exploration of	Language/contextual factors
	contextual factors	
Evaluates		audience – young girls
systematically	Analytical and systematic interpretation	
	of factors and influence of language features	expectations of this genre – wish-fulfilment/ world of fashion as glamorous
	Todatares	world of fashion as glamorous
	Integrated and helpful use of the data to	purpose – entertain/educate
	support interpretation	
22–29	Clear understanding of a range of	genre – narrative
Analyses	contextual factors	
Analyses	Sound analysis and engagement with	aspirational ideology offered
	factors in the light of language features	representation of two contrasting female
		characters through contrasting lexical
	Fully supported interpretations	choices- names of female characters
14–21	Some consideration and understanding	possibly imply working class vs. middle class
Begins to analyse	of contextual factors	
begins to analyse	Some awareness of the link between	semantic fields connected with women –
	language features and context	clothing, shoes, handbags, hair, colours
		heavy use of pre-modification to describe
	Generally supported comment	their appearance and the clothes they are
6–13	Awareness of one or two factors	wearing
Describes with	influencing data – likely to be broad in focus	
some relevance	locus	lexical choices to imply weakness and/or
	Some limited attempt to analyse	inadequacy on part of Nora – perched uncertainly, little gasp, hesitated, faltered,
	audience/purpose/genre/context	breathless contrasted with more aggressive
		choices for Lisette – <i>icy tones, calm, poised,</i>
1–5	Some illustrated points	indignantly, hostile, curtly
1-5	Little or no attempt to explore issues of audience/purpose/genre/context	
Paraphrases	addiction parposorgerite/context	representation of male stereotype of Franchman danner little bewildered
	Superficial/generalised response to the	Frenchman – dapper, little, bewildered, distressed
	data	distressed
	I Habita manal	title of story and this extract as start to
0	Likely to paraphrase/summarise	establish character and setting, set up
U	Nothing written	complication for competition for job
Shows no	Unintelligible	manuscrated and the state of th
knowledge	Ĭ	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 Demonstrate critical	·
	understanding of a range of	
	concepts and issues related to the	
AO2	construction and analysis of	
7102	meanings in spoken and written	
	language, using knowledge of	
	linguistic approaches	
15–16	Sensitive understanding of a range of	students may refer to relevant
	issues	concepts linked to power –
Synthesises		for example:
	Conceptualised discussion of ideas	instrumental
	surrounding topic	authority
	3.4	status
	Integrated examples from study which	
	illuminate discussion	representation formulity
11–14	Clear understanding of a range of	• formality
1	language concepts and issues	rules/consequences
Explores relevantly	January Company of the Company of th	• etc.
	Developed discussion of ideas relating	
	to concepts/issues related to topic	students may make reference to
	to concepto, located to topic	relevant specific research/theories
	Explores a range of well-selected	 for example Fairclough
	examples	
7–10	Some awareness of language concepts	students may include relevant
1 10	and issues	ideas from language study
Beginning to make		including own research and
links	A number of concepts/issues discussed	observations
	but not fully explored	
	Survivorially expressed	
	Beginning to select and use salient	
	examples	
3–6	Limited number of language concepts	1
	highlighted	
Describes with some		
relevance	Superficial understanding shown	
1	,	
	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	
	Ĭ	
Shows no knowledge	Unintelligible	

Marks	Skills Descriptors	Content Descriptors
	AO3 Analyse and evaluate the	
	influence of contextual factors on the production and reception	
AO3	of spoken and written language,	
	showing knowledge of the key	
	constituents of language	
30–32	Perceptive and insightful	Language/contextual factors
Evaluates	exploration of contextual factors	audience – hirer of boat/lawyers/owner
systematically	Analytical and systematic	addictice filler of boathawyers/owner
	interpretation of factors and	inform/instruct
	influence of language features	
	Integrated and helpful use of the	terms and conditions/contract for hire/legal document
	data to support interpretation	function as legal document – obligation/responsibility
22–29	Clear understanding of a range of	Turiction as legal document — obligation/responsibility
	contextual factors	implied simplicity
Analyses	Sound analysis and engagement	
	with factors in the light of language	enumeration
	features	formal lexical choices
		- Torrital toxical original
14–21	Fully supported interpretations Some consideration and	legal and boating semantic fields
17 21	understanding of contextual factors	de playative made
Begins to		declarative mood
analyse	Some awareness of the link	use of conditional clauses
	between language features and context	
	Comon	passive and active constructions
	Generally supported comment	modal verbs of certainty/probability
6–13	Awareness of one or two factors	Though voice of containty/probability
Describes with	influencing data – likely to be broad in focus	direct address
some relevance		
	Some limited attempt to analyse	 some use of parenthesis and and/or to signal alternatives
	audience/purpose/genre/context	anomanyoo
	Some illustrated points	reference to boat owner in third person as hire
1–5	Little or no attempt to explore	operator/Bennett Boatyard – creates distance/
Denombres	issues of audience/purpose/genre/	formality
Paraphrases	context	first person at end when agreeing to terms and
	Superficial/generalised response to	conditions and signing contract
	the data	Construct density Communication (Co. Co. Co. Co. Co. Co. Co. Co. Co. Co.
	Likely to paraphrago/aummarias	 textual design – formulaic with section for reader to complete and sign to make T & C binding
0	Likely to paraphrase/summarise Nothing written	Somplete and sign to make I a o binding
		emboldening for key information
Shows no	Unintelligible	
knowledge		 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
IVIAI NO	AO2 Demonstrate critical	Content Descriptors
	understanding of a range of concepts	
	and issues related to the construction	
AO2		
7102	and analysis of meanings in spoken	
	and written language, using knowledge	
	of linguistic approaches	
15–16	Sensitive understanding of a range of	 students may refer to relevant
	issues	concepts linked to technology –
Synthesises		for example:
	Conceptualised discussion of ideas	 replay conventions
	surrounding topic	 complexity of the digital media
		that allow slick movement
	Integrated examples from study which	between features - editing of
	illuminate discussion	interviews, replays and presenter
11–14	Clear understanding of a range of	- planned nature of coverage of
	language concepts and issues	this nature on website
Explores relevantly		
	Developed discussion of ideas relating to	commentary supplements picture
	concepts/issues related to topic	use of music to create
	conceptanasues related to topic	atmosphere
	Explores a range of well-selected	 voiceovers
		 interview conventions
7.40	examples	 visuals to accompany
7–10	Some awareness of language concepts	commentary
	and issues	 website affordances that allow
Beginning to make		BBC to deliver retrospective
links	A number of concepts/issues discussed –	coverage of events for users.
	but not fully explored	
		students may make reference to
	Beginning to select and use salient	relevant specific research/theories
	examples	although this is more limited for this
3–6	Limited number of language concepts	topic – accept comment on
	highlighted	conventions of the medium as
Describes with some		evidence of AO2
relevance	Superficial understanding shown	EVIDENCE OF AUZ
	_	a otudonto movinaludo releventidase
	Often descriptive and/or anecdotal in	students may include relevant ideas from language study including own
	reference	from language study including own
1–2	Elementary understanding of language	research and observations
	concepts and use	
Repeats without	1	
insight	More knowledge than relevance shown	
	Occasional reference to language	
	concept, but likely to be misunderstood	
0	Nothing written	
Shows no	Unintelligible	
knowledge		

Marks	Skills Descriptors	Content Descriptors
	AO3 Analyse and evaluate the	
	influence of contextual factors	
AO3	on the production and reception	
703	of spoken and written language,	
	showing knowledge of the key	
20.22	constituents of language	Language (Cantaytual factors
30–32	Perceptive and insightful	Language/Contextual factors
Evaluates	exploration of contextual factors	audience – users of BBC website/original audiences audience – users of BBC website/original audiences
Evaluates	Analytical and avatamatic	would have seen events live on terrestrial TV
systematically	Analytical and systematic interpretation of factors and	novembro de la forma la esta esta ila
	influence of language features	purposes – inform/entertain
	Illiuelice of language realures	
	Integrated and helpful use of the	genre – sports coverage – commenter //interviews/replay/
	data to support interpretation	commentary/interviews/replay
22–29	Clear understanding of a range of	a clear references to time event legation to evicately
	contextual factors	clear references to time, event, location to orientate viower at start of report by presenter.
Analyses	2533	viewer at start of report by presenter
7 that you	Sound analysis and engagement	semantic fields of swimming, competition, time,
	with factors in the light of language	distance
	features	uistarice
		precise references to time and distance to give
	Fully supported interpretations	impression of expertise and knowledge
14–21	Some consideration and	improcession or expenses and knowledge
	understanding of contextual factors	athletes referred to in a number of ways
Begins to		
analyse	Some awareness of the link	use of sporting references/collocations for speed and
	between language features and	accuracy of description
	context	·
	Generally supported comment	 positive pre-modification to describe athletes
6–13	Generally supported comment Awareness of one or two factors	
0-13	influencing data – likely to be broad	ellipsis in commentary
Describes with	in focus	
some relevance	11110000	frequency of pronoun use by all – shared knowledge
	Some limited attempt to analyse	
	audience/purpose/genre/context	use of modifiers to add emotional impact
	Some illustrated points	movement between tenses due to nature of broadcast as a mixture of live severage/interviews.
1–5	Little or no attempt to explore	broadcast as a mixture of live coverage/interviews
	issues of	and presenter comment
Paraphrases	audience/purpose/genre/context	movement between fact and opinion – nature of
	Cup outicial/group and the adversaries and the	genre – personal bias of presenter evident with
	Superficial/generalised response to	British competitors
	the data	1
	Likely to paraphrase/summarise	conversational register to add to sharing experience
0	Nothing written	with viewer and when interviewees are speaking
Shows no	Unintelligible	more spontaneous spoken features from
knowledge	J	interviewees
	ı	ı