Version 1.0

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General Certificate of Education June 2011

English Language B Categorising Texts ENGB1



1706

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.

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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 candidate 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 S11 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 candidates
- centres 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 candidates' 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 candidates 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 candidates 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
- candidates 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.

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 or the production and reception of spoken and written language, showing knowledge of the key constituents of language.
15–16	Systematic and evaluative exploration of data using linguistic methods.	Insightful and judicious groups chosen.	Perceptive and insightful exploration of contextual factors.
	Accurate and perceptive linguistic knowledge.	Conceptualised, tentative discussion of reasons for grouping texts.	Analytical and systematic interpretation of factors and influence of language features.
	Appropriate, controlled and accurate expression.	Explores subtleties of grouping choices.	Integrated and helpful use of the data to support interpretation.
11–14	Uses linguistic methods in a systematic way.	Offers a range of interesting groups.	Clear understanding of a range of contextual factors.
	Appropriate and accurate linguistic knowledge.	Developed discussion of reasons for grouping.	Sound analysis and engagement with factors in light of language features.
	Controlled and accurate expression.	Understanding of complexities shown.	Fully supported interpretations.
7–10	Applies and explores some linguistic methods.	A number of groups offered.	Some consideration and understanding of contextual factors.
	Some appropriate linguistic knowledge, moves beyond surface.	Mix of descriptive and analytical discussion.	Some awareness of the link between language features and context.
	Generally accurate written communication.	Some awareness of complex nature of grouping task.	Generally supported comment.
3–6	Some linguistic methods applied, but not convincing.	Limited number of groups chosen.	Awareness of one or two factors influencing data – likely to be broad in focus.
	Limited linguistic knowledge/understanding.	Often descriptive and/or anecdotal reasons given for choices.	Some limited attempt to analyse audience/purpose/genre/context.
	Some clarity and accuracy in communication.	Superficial understanding of the task shown.	Some illustrated points.
1–2	Linguistic methods applied inaccurately or not at all.	Unhelpful groups chosen – texts possibly placed in inappropriate groups.	Little or no attempt to explore issues of audience/purpose/ genre/context.
	Rudimentary linguistic knowledge.	Elementary understanding of categorising language.	Superficial/generalised response to the data.
	Lapses in written communication.	Possibly lists texts under group headings.	Likely to paraphrase/summarise.
0	Nothing written. Unintelligible.	Nothing written. Unintelligible.	Nothing written. Unintelligible.

Unit 1	Questions 2, 3 and 4		
Mark	AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.	Mark	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.
15–16	Sensitive understanding of a range of issues/concepts. Conceptualised discussion of 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 B – Language and Social Contexts

EITHER

2 Language and Gender

Marks	Skills Descriptors	Content Descriptors
	AO2 Demonstrate critical	
	understanding of a range of	
AO2	concepts and issues related to the construction and analysis of	
AUZ	meanings in spoken and written	
	language, using knowledge of	
	linguistic approaches	
15–16	Sensitive understanding of a range of	Relevant studies of male/female
	issues	language features
Synthesises	Conceptualised discussion of ideas	
	surrounding topic	Representation of interlocutors to each other
	Integrated examples from study which	
	Integrated examples from study which illuminate discussion	Dominance/difference/deficit/diversity
11–14	Clear understanding of a range of	theories
	language concepts and issues	
Explores		Co-operative/competitive
relevantly	Developed discussion of ideas relating	
	to concepts/issues related to topic	Topic choices/topic management
	Explores a range of well-selected	Stereotypes
	examples	• Stereotypes
7–10	Some awareness of language concepts	MLU
_	and issues	
Beginning to make links	A number of concepts/issues discussed	
make miks	- but not fully explored	
	Designing to call at and use call at	
	Beginning to select and use salient examples	
3–6	Limited number of language concepts	
	highlighted	
Describes with		
some relevance	Superficial understanding shown	
	Often descriptive and/or anecdotal in	
	reference	
1–2	Elementary understanding of language	
	concepts and use	
Repeats without insight	More knowledge than relevance shown	
	Occasional reference to language	
	concept, but likely to be misunderstood	
0	Nothing written	1
Shows no	Unintelligible	
knowledge		
knowledge		

Marks	Skills Descriptors	Content Descriptors
AO3	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language	
30–32 Evaluates systematically 22–29	 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 Clear understanding of a range of 	 Social/phatic nature of discourse Dynamics of relationship and how created Established friendship – shared understanding, re mutual acquaintances/gigs
Analyses 14–21 Begins to analyse	contextual factorsSound analysis and engagement with factors in the light of language featuresFully supported interpretationsSome consideration and understanding of contextual factorsSome awareness of the link between language features and contextGenerally supported comment	 Social context/age of interlocutors Possible motivations for conversation Informal/vague lexical choices Precise technical lexical choices from Ed when referring to car Overlapping speech/interruptions
6–13 Describes with some relevance 1–5 Paraphrases	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 Little or no attempt to explore issues of audience/purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	 MLU and its significance Different roles within discourse – Linda as narrator, Ed as listener giving feedback/requesting clarification/more information Question/answer/feedback structures
0 Shows no knowledge	Nothing written Unintelligible	

OR

3 Language and Power

Marks Skills Descriptors Content Descriptors AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches Candidates may refer to relevant concepts linked to power – for ex. - instrumental <li< th=""><th></th></li<>	
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 7-10 Beginning to make links 3-6 Candidates may make relevant reference to specific research the for example Fairclough Candidates may make relevant reference to specific research the for example Fairclough Candidates may include relevant from language study including ow research and observations 	
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3–6 Limited number of language concepts highlighted	
highlighted	
Describes with	
some relevance Superficial understanding shown	
Often descriptive and/or anecdotal in	
reference	
1–2 Elementary understanding of language	
concepts and use	
Repeats without	
insight More knowledge than relevance shown	
Occasional reference to language	
concept, but likely to be misunderstood	
0 Nothing written	
Shows no Unintelligible	
knowledge	

Marks	Skills Descriptors	Content Descriptors
Warks		Content Descriptors
	AO3 Analyse and evaluate the influence of contextual factors on the	
	production and reception of spoken	
AO3	and written language, showing	
	knowledge of the key constituents of	
	u	
30–32	language Perceptive and insightful exploration of	Possible language features:
JU-JZ	contextual factors	
Evaluates		Formal lexical choices
systematically	Analytical and systematic interpretation	
Systematically	of factors and influence of language	Semantic field of education
	features	
		- Funhamiatia usa of 'agreement'
	Integrated and helpful use of the data to	 Euphemistic use of 'agreement' instead of 'contract'
	support interpretation	
22–29	Clear understanding of a range of	Title of writer
	contextual factors	
Analyses		• Mix of third and accord parage
,	Sound analysis and engagement with	 Mix of third and second person and direct address in first section
	factors in the light of language features	
	5 5 5	Use of first person singular and
	Fully supported interpretations	plural in second section
14–21	Some consideration and understanding	
	of contextual factors	Return to third person at end when
Begins to analyse		threat of punishment is given
	Some awareness of the link between	theat of pullishinent is given
	language features and context	Pre-modification
	Generally supported comment	Modals of certainty
6–13	Awareness of one or two factors	inodulo of containty
	influencing data – likely to be broad in	Declarative mood
Describes with	focus	
some relevance		Implication that this contract has
	Some limited attempt to analyse	been arrived at with students
	audience/purpose/genre/context	
	Some illustrated points	Capitalisation, underlining and
4 5	Some illustrated points	emboldening for emphasis
1–5	Little or no attempt to explore issues of	
Daranhracaa	audience/ purpose/genre/context	Bullets for list of expectations
Paraphrases	Superficial/generalised response to the	
	data	Space for signatures, names and
		dates to signal commitment to
	Likely to paraphrase/summarise	contract.
0	Nothing written	
•		
Shows no		
knowledge	Unintelligible	
linewyo	e minimigione	

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	 Students may refer to relevant study of web-based technology, particularly their own research in the absence of published research Nature of the Web as an important
11–14 Explores relevantly	illuminate discussion 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	 instant source of news and events 24/7 Exploration of how the site would be updated daily or more frequently as news emerges Conventions of websites: sidebars,
7–10 Beginning to make links	Some awareness of language concepts and issues A number of concepts/issues discussed – but not fully explored	 hyperlinks, search engine, masthead, typographical lower case common on websites, rotating banner advertisements, drop down menus etc Representation and housestyle of the
3–6	Beginning to select and use salient examples Limited number of language concepts highlighted	guardian.co.uk as a purveyor of broad range of information and comment
Describes with some relevance	Superficial understanding shown Often descriptive and/or anecdotal in reference	• Exploration of interactive nature of site and how simple, often one word, links take reader to a broad range of items
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	 Multi-media as affordances of the medium – picture galleries, video footage, podcasts etc
0 Shows no knowledge	Nothing written Unintelligible	

Marks	Skills Descriptors	Content Descriptors
WIARKS		
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	Perceptive and insightful exploration of	Nature of audience – wide
Evaluates systematically	contextual factors Analytical and systematic interpretation of	ranging from regular visitors to browsers
- Journan Carl	factors and influence of language features	Multi-purpose nature of site – inform, entertain, instruct,
	Integrated and helpful use of the data to support interpretation	persuade
22–29	Clear understanding of a range of contextual factors	• Textual design – layout, menus, links, use of colour etc
Analyses		
	Sound analysis and engagement with factors in the light of language features	Graphological conventions for indicating hyperlinks
	Fully supported interpretations	- Llos of boodlines/bylines to boln
14–21	Some consideration and understanding of contextual factors	Use of headlines/bylines to help reader search for news stories given in full
Begins to analyse		
6–13	Some awareness of the link between language features and context Generally supported comment Awareness of one or two factors influencing data – likely to be broad in	 Interactive nature of site – reader decides where to go – non-linear construction though some hierarchy suggested in layout
Describes with	focus	• Syntactic minimalism – elliptical
some relevance	Some limited attempt to analyse audience/purpose/genre/context Some illustrated points	constructions and minor sentences predominate due to nature of homepage as the starting point for users
1–5	Little or no attempt to explore issues of	
Paraphrases	audience/ purpose/genre/context	
	Superficial/generalised response to the data	
	Likely to paraphrase/summarise	
0	Nothing written	
Shows no knowledge	Unintelligible	

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by visiting the link below:

www.aqa.org.uk/umsconversion.