Version 1.0

AQA

General Certificate of Education
June 2011

English Language B   1706

Categorising Texts

ENGB1

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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.

General Numerical Mark Scheme

Unit 1	Question 1		
Mark	AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.	AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.
15–16	Systematic and evaluative exploration of data using linguistic methods. Accurate and perceptive linguistic knowledge. Appropriate, controlled and accurate expression.	Insightful and judicious groups chosen. Conceptualised, tentative discussion of reasons for grouping texts. Explores subtleties of grouping choices.	Perceptive and insightful exploration of contextual factors. Analytical and systematic interpretation of factors and influence of language features. Integrated and helpful use of the data to support interpretation.
11–14	Uses linguistic methods in a systematic way. Appropriate and accurate linguistic knowledge. Controlled and accurate expression.	Offers a range of interesting groups. Developed discussion of reasons for grouping. Understanding of complexities shown.	Clear understanding of a range of contextual factors. Sound analysis and engagement with factors in light of language features. Fully supported interpretations.
7–10	Applies and explores some linguistic methods. Some appropriate linguistic knowledge, moves beyond surface. Generally accurate written communication.	A number of groups offered. Mix of descriptive and analytical discussion. Some awareness of complex nature of grouping task.	Some consideration and understanding of contextual factors. Some awareness of the link between language features and context. Generally supported comment.
3–6	Some linguistic methods applied, but not convincing. Limited linguistic knowledge/understanding. Some clarity and accuracy in communication.	Limited number of groups chosen. Often descriptive and/or anecdotal reasons given for choices. Superficial understanding of the task shown.	Awareness of one or two factors influencing data – likely to be broad in focus. Some limited attempt to analyse audience/purpose/genre/context. Some illustrated points.
1–2	Linguistic methods applied inaccurately or not at all. Rudimentary linguistic knowledge. Lapses in written communication.	Unhelpful groups chosen – texts possibly placed in inappropriate groups. Elementary understanding of categorising language. Possibly lists texts under group headings.	Little or no attempt to explore issues of audience/purpose/ genre/context. Superficial/generalised response to the data. Likely to paraphrase/summarise.
0	Nothing written. Unintelligible.	Nothing written. Unintelligible.	Nothing written. Unintelligible.

Unit 1	Questions 2, 3 and 4			
Mark	**AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.**		**Mark**	**AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.**
15–16	Sensitive understanding of a range of issues/concepts. Conceptualised discussion of ideas surrounding topic. Integrated examples from study which illuminate data/discussion.		30–32	Perceptive and insightful exploration of contextual factors. Analytical and systematic interpretation of factors and influence of language features. Integrated and helpful use of the data to support interpretation.
11–14	Clear understanding of a range of language concepts/issues. Developed discussion of ideas relating to concepts/issues related to topic. Explores a range of well-selected examples.		22–29	Clear understanding of a range of contextual factors. Sound analysis and engagement with factors in light of language features. Fully supported interpretations.
7–10	Some awareness of language concepts and issues. A number of concepts/issues discussed – but not fully explored. Beginning to select and use salient examples.		14–21	Some consideration and understanding of contextual factors. Some awareness of the link between language features and context. Generally supported comment.
3–6	Limited number of language concepts highlighted. Superficial understanding shown. Often descriptive and/or anecdotal in reference.		6–13	Awareness of one or two factors influencing data – likely to be broad in focus. Some limited attempt to analyse audience/purpose/genre/context. Some illustrated points.
1–2	Elementary understanding of language concepts and use. More knowledge than relevance shown. Occasional reference to language concept, but likely to be misunderstood.		1–5	Little or no attempt to explore issues of audience/purpose/genre/context. Superficial/generalised response to the data. Likely to paraphrase/summarise.
0	Nothing written. Unintelligible.		0	Nothing written. Unintelligible.

Section A – Text Varieties

1   Discuss various ways in which these texts can be grouped, giving linguistic reasons for your choices.

Potential groups – not exhaustive:

- purpose

- audience

- genre

- formality

- speech

- writing

- multimodality

- representation

- language features: lexis, grammar, phonetics/phonology etc.

Section B – Language and Social Contexts

EITHER

2   Language and Gender

Marks	Skills Descriptors	Content Descriptors
AO2	**AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches**	
15–16 **Synthesises**	Sensitive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Integrated examples from study which illuminate discussion	• Relevant studies of male/female language features • Representation of interlocutors to each other • Dominance/difference/deficit/diversity theories • Co-operative/competitive • Topic choices/topic management • Stereotypes • MLU
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	• Social/phatic nature of discourse • Dynamics of relationship and how created • Established friendship – shared understanding, re mutual acquaintances/gigs
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	• Social context/age of interlocutors • Possible motivations for conversation • Informal/vague lexical choices
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	• Precise technical lexical choices from Ed when referring to car • Overlapping speech/interruptions
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	• MLU and its significance • Different roles within discourse – Linda as narrator, Ed as listener giving feedback/requesting clarification/more information
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	• Question/answer/feedback structures
0 **Shows no knowledge**	Nothing written Unintelligible	

OR

3   Language and Power

Marks	Skills Descriptors	Content Descriptors
AO2	**AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches**	

15–16
 	
Synthesises
	Sensitive understanding of a range of issues
	
	Conceptualised discussion of ideas surrounding topic
	
	Integrated examples from study which illuminate discussion
		• Candidates may refer to relevant broad concepts linked to power – for example:
		   - instrumental
		   - influential
		   - forms of hierarchy
		   - authority
		   - representation
		   - formality
		   - asymmetry
		   - status
		   - accommodation
		   - politeness
		   - face theories
		   - rules/punishments/consequences.
		
		• Candidates may make relevant reference to specific research theories – for example Fairclough
		
		• Candidates 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	Possible language features: • Formal lexical choices • Semantic field of education • Euphemistic use of 'agreement' instead of 'contract'
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	• Title of writer • Mix of third and second person and direct address in first section • Use of first person singular and plural in second section
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	• Return to third person at end when threat of punishment is given • Pre-modification • Modals of certainty
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	• Declarative mood • Implication that this contract has been arrived at with students • Capitalisation, underlining and emboldening for emphasis
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	• Bullets for list of expectations • Space for signatures, names and dates to signal commitment to contract.
0 **Shows no knowledge**	Nothing written Unintelligible	

OR

4   Language and Technology

Marks	Skills Descriptors	Content Descriptors
AO2	**AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches**	
15–16 **Synthesises**	Sensitive understanding of a range of issues Conceptualised discussion of ideas surrounding topic Integrated examples from study which illuminate discussion	• 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 instant source of news and events 24/7
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	• Exploration of how the site would be updated daily or more frequently as news emerges • Conventions of websites: sidebars, hyperlinks, search engine, masthead, typographical lower case common on websites, rotating banner advertisements, drop down menus etc
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	• Representation and housestyle of the guardian.co.uk as a purveyor of broad range of information and comment
3–6 **Describes with some relevance**	Limited number of language concepts highlighted 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
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	• Nature of audience – wide ranging from regular visitors to browsers • Multi-purpose nature of site – inform, entertain, instruct, persuade
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	• Textual design – layout, menus, links, use of colour etc • Graphological conventions for indicating hyperlinks
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	• Use of headlines/bylines to help reader search for news stories given in full • Interactive nature of site – reader decides where to go – non-linear construction though some hierarchy suggested in layout
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	• Syntactic minimalism – elliptical constructions and minor sentences predominate due to nature of homepage as the starting point for users
1–5 **Paraphrases**	Little or no attempt to explore issues of audience/ purpose/genre/context Superficial/generalised response to the data Likely to paraphrase/summarise	
0 **Shows no knowledge**	Nothing written Unintelligible	

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.