

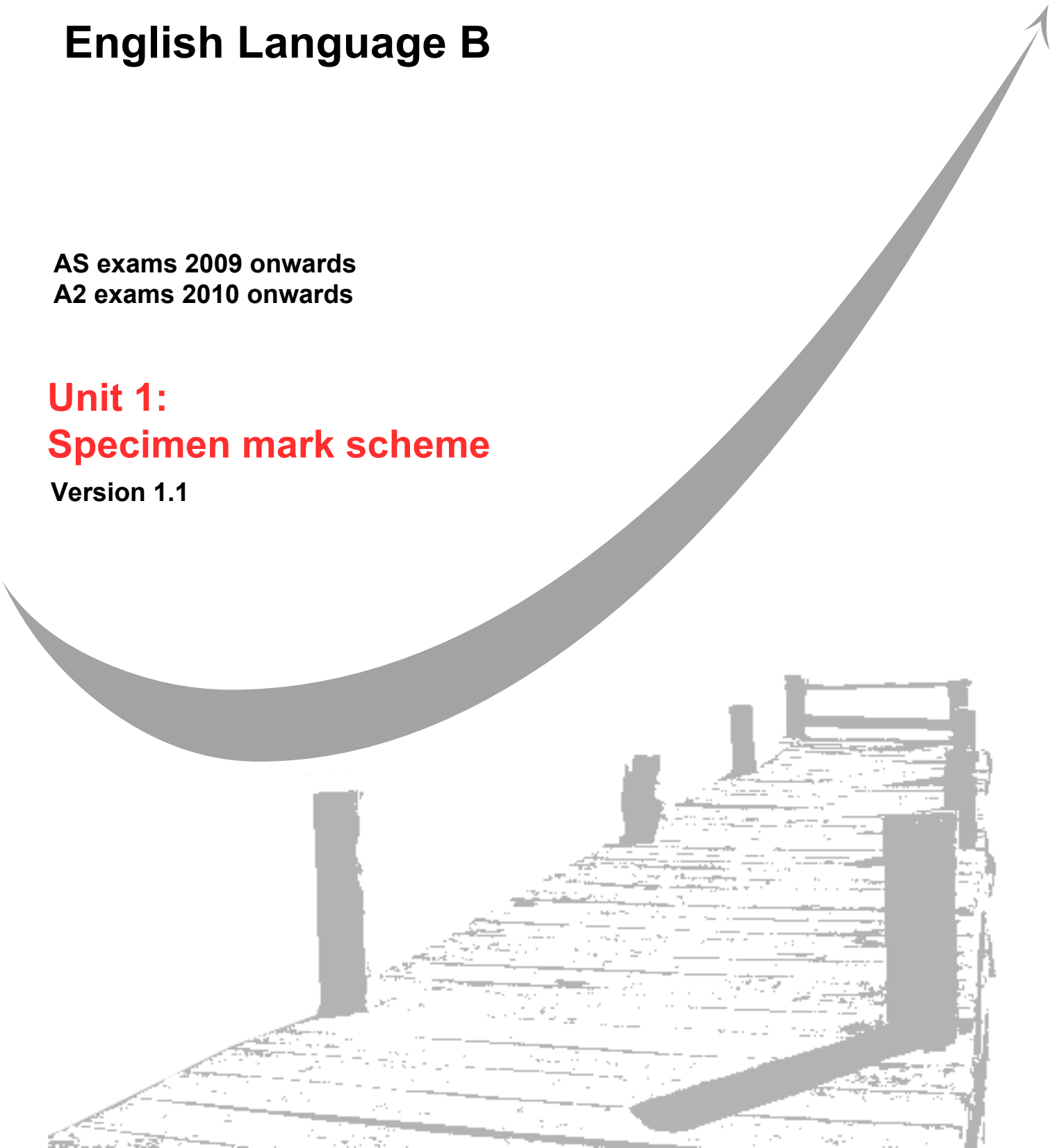
GCE
AS and A Level

English Language B

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 1: **Specimen mark scheme**

Version 1.1





General Certificate of Education

English Language 1706
Specification B

ENGB1 Categorising Texts

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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 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 categorizing 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**
 - Persuade/promotional (A,C)
 - instruct (B,C,F)
 - entertain (A,D)
 - multi – purpose (A,B,C)
- **Audience**
 - Young (teenager) (A,D)
 - Consumers (A,B,C)
- **Genre**
 - Adverts (A,C)
 - Product literature (B,C)
- **Register/formality**
 - Informal (A,D,E,F)
 - Formal (B,C)
- **Spoken**
 - Non-fluency features (D,E,F)
 - Spoken discourse structures (D,E,F)
 - Use of pauses (D,E,F)
 - Represented spoken (A,D,E,F)
- **Writing**
 - Multi modality (A,D)
- **Linguistic methods**
 - Graphology (A,B,C,D)
 - Lexis - vague language (A,D,E)
 - Lexis - semantic fields (C,E,F)
 - Grammar - ellipsis (B,C)
 - Grammar - sentence types: imperatives (A,B,C,F)
 - Discourse - overlapping (E,F)
 - Pragmatics - use of humour (A,D)

Text A**Advert from rock festival programme**

- context suggests young audience - most students will probably recognise this as V, the Virgin rock festival held each summer
- Persuasive response
- Graphology – use of logo in form of red dice – gambling theme
- Graphology – early insertion of ‘play online’ in red signals purpose of advert
- Lexis – lexical choices from field of gambling – some shared understanding required
- Lexis – vague lexical choices – *play the spinning wheel thing* – echoes speech
- Lexis – use of idiomatic phrases/colloquialisms
- Grammar – repeated use of imperatives starting with verb ‘play’
- Grammar – parallel syntactic structures Grammar – sentences in small print sustain grammatical structure
- Discourse – final slogan assumes reader has been persuaded
- Discourse – juxtaposition of phrases add to humorous effect
- Pragmatics – implied meanings are sometimes suggestive and therefore humorous aiding the persuasive purpose – *play with yourself, play away*

Text B**Warning label from child’s T-shirt**

- Graphology – use of capitalisation throughout to stress importance of message
- Graphology – use of red as symbolic of danger at start – over-exaggerating the danger of washing garment with others/protecting themselves from negative feedback
- Lexis – choices make garment sound appealing – vintage, traditional
- Grammar – use of passive voice to create distance/formal feel
- Grammar – use of imperatives to instruct
- Grammar – use of modal auxiliary to advise
- Discourse – mixture of promotional/advisory registers

Text C**The back of a packet of seeds**

- Graphology – surprising amount of information in a small space – range of graphological strategies to delineate different types of information/advice/instruction/persuasion
- Graphology – picture would be on front to entice buyer to read less exciting reverse
- Graphology – bar code/price/sow by date – indicate context of shop/garden centre
- Graphology – use of calendar and colour coding to aid use of product
- Lexis – specialist terminology linked to gardening incl. Latin – shared understanding with wide target audience
- Lexis – use of both metric and imperial measurements to cater for wide audience
- Grammar – use of imperatives
- Grammar – use of ellipsis in instructions and persuasive bullet points
- Grammar – use of modal verb of certainty – will – to give gardeners confidence in their expertise
- Discourse – format would be common to all this manufacturer’s seed packets

Text D

Captain Pugwash extract

- Graphology – use of speech bubbles to represent spoken words
- Graphology – caretaker's Scottish costume helps reader interpret text as Scottish dialect
- Graphology – representation of fear in CP's speech with emboldening/enlarging/wobbling to suggest emphasis/volume/fear
- Lexis – address term used to caretaker reinforces role of CP
- Grammar – contrasting dialects of CP and caretaker
- Discourse – conventions of comic strip discourse
- Discourse – unusual order for reading of comic strip
- Representation of non-fluency features to create drama
- Phonology – SFX in final picture
- Pragmatics – use of humour in the responses of the crew to the caretaker's responses

Text E

Transcript of conversation at hairdresser's salon

- Polite negotiation of proposed hairstyle
- Lexis/semantic field – from field of hairdressing/science
- Co-operative overlapping/adjacency pairs
- Normal non-fluency features – repetition, back-channel noises/support, false starts
- Context of salon – likely to be facing mirror and have eye-to-eye contact
- Hesitations indicating politeness
- Discourse – question/answer discourse structure
- Agreement reached co-operatively, A expert at interpreting B's vagueness
- Pragmatics of previous occasions – shared understanding of client's needs/hairdresser's expertise

Text F

Boys playing on computer game

- Shared understanding of what is on screen and previous occasions when they have played this game
- Lexis – unusual juxtaposition of violent lexis and enjoyment
- Grammar – use of deixis
- Grammar – use of imperatives
- Grammar – use of ellipsis
- Pausing while play takes place
- Dynamics of four people watching and involving themselves in the game
- Different roles of the four participants

Section B – Language and Social Contexts

EITHER

2. Language and Gender

Read Text G. How significant is gender in this interaction?

- context crucial in discussion of gender and language – stereotypically female environment but there is a power hierarchy because of the roles of the women - should back up points
- relevant discussion of stereotypes associated with women who work in the beauty industry
- nature of transaction between the shop manager and customer is fairly simple but it takes some time and swings between transactional and interactional in purpose - why?
- role of the assistant is very limited – only speaks once and is overlapped by manager and is then left out of the conversation – challenge to gender norms or asst. is busy doing something else in shop?
- much overlapping throughout the transcript; customer's overlaps appear to be supportive feedback – manager interrupts colleague and customer in an apparently competitive way and changes the topic completely
- conversational features – frequency of contractions/filled pauses/simple connectives/incomplete and interrupted constructions/repetitions/pauses related to activity
- discussion of expected 'female' conversational features - vague language/hedging/supportive feedback/development of ideas etc linked to knowledge and relevant ideas
- standard forms used in main by all speakers – overt prestige
- frequent topic shifts keep the conversation moving – mostly by manager
- semantic field of health and beauty e.g. *UVAs/ moisturiser/higher factor/barrier/sun creams/factor fifty* – women's topic?
- use of intensifiers e.g. *really/so*
- use of inclusive pronoun – *we why?* Linked to gender expectations and i.l.s
- reference to stereotypical female topics e.g. fragrances/ children/ skin problems/and lexical choices e.g. *ladies/moisturise*
- contrast between manager and customer is very marked – relevant discussion about what this reveals about gender studies – not as simple as the manager is talking in a 'male' way
- relevant discussion of deficit/dominance/difference models – linked to data
- relevant and illuminating ideas about gender from candidate's own study.

OR

3. Language and Power

Read Text H. How does this text attempt to influence the audience?

- use of graphology – fonts, images, layout – to suggest wide variety of people who call The Samaritans
- graphology – doodles to suggest speaker is scribbling while on the ‘phone – could also represent frustrations of caller
- handwritten style to create impression of immediacy and a ‘real’ human organisation
- first impression of advert is one of confusion and muddle – link to subject and the work they do
- purposes of advert – to get donations and/or volunteers – not explicitly to advertise their services
- direct address to audience
- attempt to create a sense of the work they do on the page in a very personal way
- use of non-fluency features to suggest the hesitancy of people who ring the *Samaritans* and the patience needed to listen to such disjointed talk
- the use of modal verbs of possibility *could/would* as a means of asking the reader if they could volunteer for such work
- the use of interrogatives to persuade
- use of minor sentences echoing speech – *sigh?/ tut?*
- use of the conditional tense to offer options *if you can/if not we really need*
- discourse structure – first section uses more non-fluency features to simulate ‘voice’ of caller/ bottom section more fluent (voice of The Samaritans) reverts to voice of caller in final line – effect on reader?
- the Samaritans named in various ways including *sams sams sams* – to attract and persuade wide audience
- use of vague expressions – *whatsit/wotnot/ thingy* – again to imply someone who has difficulty communicating clearly
- switch to more formal register towards end to signal the seriousness of the appeal – *we rely solely on donations. Whatever you can give would be appreciated by the millions of people who contact us every year*
- contact details at bottom of page where reader would finish reading in our culture
- relevant and illuminating ideas about power from candidate’s own study.

OR

4. Language and Technology

Read Text I. How has the language of the text been influenced by technology?

- youth sociolect – *ya/wanna/chil/am like on already/Kk/ totally* – reflecting ‘group’ membership of Kate’s messages
- non-standard spelling relating to speed of communication and texting conventions e.g. initialism *Tb/n/lol*; vowel deletion *lv/jst/hav*; phonetic spelling *wat/Sofa/ur*; symbols *x/@* etc – use not always indicating simplest way – inconsistency of spelling even within same message – discussion of why?
- texting collocations – e.g. *lol/Tb* – features of solidarity possibly
- sentence types related to purpose – frequency of interrogatives especially – related to discussion of purpose of communication
- purpose of messages largely transactional but interactional features – use of humour/shared contexts e.g. school, family, socialising/affectionate opening and closing sequences
- speech like features – prosodic features represented through emoticons and punctuation/informal lexis/shared contexts/Q and A pairs
- not as spontaneous as talk – features of writing/restrictions/planned elements
- difficulty of having detailed discussion as highlighted in C – possibly reveals something about the inflexible nature of texting – linked to knowledge of context
- difficulty of complex nature of texting – needs to be an effective communicator to use texting conventions efficiently – related to context
- politeness features of messages – (especially Lola’s) initial responses e.g. *thank u/Sure do!/Lol...*; negotiation e.g. *can we/shall we etc*
- use of pseudo French linked to topic of communication
- use of contractions to echo speech
- social networks/politeness/accommodation/compressed language
- relevant and illuminating ideas about technology from candidate’s own study.