



**General Certificate of Education (A-level)
January 2013**

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.

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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, 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

AO3i – contextual awareness – 16 marks

AO3ii – use of language methods – 16 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.

Section A – Text Varieties

	Skills descriptors	Further details	Content descriptors
AO1	Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	Tests candidates’ ability to identify language features and communicate clearly and accurately	The following list of features is not exhaustive and there is no hierarchy of features.
15-16	Systematic and evaluative exploration of data using linguistic methods. Accurate and perceptive linguistic knowledge. Appropriate, controlled and accurate expression .	<ul style="list-style-type: none"> selects most relevant language methods to explore texts evaluates systematically identifies features precisely and consistently communicates ideas fluently 	A Market salesman monologue <ul style="list-style-type: none"> fluent nature of discourse idiolectal features agenda dictated by customer demand and salesman’s need to empty boxes use of humour use of questions direct address to multiple audience first person singular and plural lexical field of food
11-14	Uses linguistic methods in a systematic way. Appropriate and accurate linguistic knowledge. Controlled and accurate expression .	<ul style="list-style-type: none"> chooses appropriate language methods to discuss texts analyses systematically identifies features accurately communicates ideas clearly 	B Bouncers Remix flyer <ul style="list-style-type: none"> textual design – B/W gritty image of main character title of play in lights like neon club sign direct address complex syntax pre-modification list of three declarative mood complex lexical choices abstract nouns
7-10	Applies and explores some linguistic methods. Some appropriate linguistic knowledge, moves beyond surface . Generally accurate written communication.	<ul style="list-style-type: none"> chooses some appropriate language methods mixes analysis and description identifies some features accurately writes clearly with some lapses 	C Shrek the Musical <ul style="list-style-type: none"> emboldened title italics for tel.no./caps for location positive pre-modification deixis complex lexical choices semantic field declarative mood complex sentences contraction unusual collocations cultural references
3-6	Some linguistic methods applied, but not convincing . Limited linguistic knowledge/understanding. Some clarity and accuracy in communication.	<ul style="list-style-type: none"> shows some evidence of language study describes with limited discussion labels features vaguely/with limited accuracy shows limited clarity 	

<p>1-2</p>	<p>Linguistic methods applied inaccurately or not at all.</p> <p>Rudimentary linguistic knowledge.</p> <p>Lapses in written communication.</p>	<ul style="list-style-type: none"> • shows very limited evidence of language study • describes inaccurately • lacks clarity 	<p>D Spanish tour guide</p> <ul style="list-style-type: none"> • Q/A discourse structures • minimal responses from students • influence of EFL • positive lexical choices on guide's part • use of proper nouns <p>E Physic Garden ticket</p> <ul style="list-style-type: none"> • textual design: front- archaic images to create appropriate representation of garden; back-italic typography for initial welcome changing to modern font for more serious section • capitalisation for warnings • discourse two main sections – welcome/ warning – different tenor • listing in warning • declarative/imperative moods • modality • lexical choices from range of fields- horticulture/children's games and legal <p>F Save the Toilets</p> <ul style="list-style-type: none"> • domestically produced text • text design –use of familiar symbols • bullets to list key concerns • discourse-use of poster conventions • declarative and imperative moods • some rhetorical questions • some exclamatives • first person plural pronouns • lexical choices mainly formal apart from 'loos' • use of statistics/footnote • emotive lexis • assumed understanding on part of local audience <p>G Burrito Card</p> <ul style="list-style-type: none"> • text design – colours/text/image cohesion in instructions • intriguing ambiguous heading designed to hook reader • rhetorical question at start – context relevant as customer is likely to have just sat down to eat theirs • imperatives in three step instruction • pragmatic implication that eating approach reflects personality • informal and formal lexical choices
<p>0</p>	<p>Nothing written.</p> <p>Unintelligible.</p>		

	Skills descriptors	Further details	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.	Tests candidates' ability to use a range of ideas for making links between the data on the paper. Be open minded to the range of approaches taken by candidates. Quality of discussion will dictate where on the assessment grid you place an answer, NOT the number of groups discussed.	Students are guided by the specification to start thinking about the ideas listed below as a starting point for grouping texts – all are acceptable. This is NOT a prescriptive list merely possibilities. Be open-minded to a wider range of possibilities. Suggestions below are NOT exhaustive, merely a guide.
15-16	Conceptualised, tentative discussion of reasons for grouping texts Explores complexities of grouping choices	<ul style="list-style-type: none"> • chooses data-led links between texts • makes discerning selection of texts • explores reasons for groupings in detail • explores the complexities of task by differentiating within groups 	Purpose <ul style="list-style-type: none"> • persuade • entertain • inform • instruct • interactional • multi-purpose • etc.
11-14	Developed discussion of reasons for grouping Understanding of complexities shown	<ul style="list-style-type: none"> • chooses logical groups given the data • makes productive selection of texts • discusses reasons for groupings in detail • considers complexities of task by differentiating within groups 	Audience <ul style="list-style-type: none"> • customers • young • public • adults • etc.
7-10	Mix of descriptive and analytical discussion Some awareness of complex nature of grouping task	<ul style="list-style-type: none"> • chooses sensible group ideas • makes appropriate selection of texts • discusses groups in straightforward way • may point out some obvious differences 	Genre <ul style="list-style-type: none"> • transcript • flyer • advert • etc.
3-6	Often descriptive reasons given for choices Limited understanding of the task shown	<ul style="list-style-type: none"> • uses inflexible group ideas • makes unreflective selection of texts • describes or paraphrases texts • shows limited awareness of nature of task in that links made are routine and basic 	Formality <ul style="list-style-type: none"> informal • formal • mixed formality • etc.

<p>1-2</p>	<p>Elementary understanding of categorising language Possibly lists texts under group headings</p>	<ul style="list-style-type: none"> • shows limited understanding of the task’s requirement • makes unhelpful selection of texts • misunderstands texts • lists groups with limited discussion 	<p>Mode</p> <ul style="list-style-type: none"> • rehearsed/planned • highly planned • spontaneous • multi-modal • etc.
<p>0</p>	<p>Nothing written Unintelligible</p>	<ul style="list-style-type: none"> • very limited understanding of task • limited understanding of texts 	<p>Representation A speaker as friendly/generous B representation of play and its key themes C representation of writer as authoritative D speaker identities – guide as expert and students/teachers as receptive E representation of charity as authoritative/ established F identity of writers and groups they represent G identity of writer as friendly expert</p> <p>Linguistic areas – see AO1 grid</p>

	Skills descriptors	Further details	Content descriptors
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.	Tests candidates' awareness of contextual influences on language production and reception and ability to support assertions made.	Discussion of grouping ideas should be linked to contextual factors. Reward developed ideas about effect of language choices in relation to purpose and audience.
15-16	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"> links are made to contextual factors that are developed and illuminating links to context are made systematically exemplification of ideas is embedded in the response 	<p>A Market salesman monologue</p> <ul style="list-style-type: none"> salesman's occupational role as offering cheap deals using persuasive patter persuade/entertain/interactional customer audience <p>B Bouncers flyer</p> <ul style="list-style-type: none"> persuade/inform audience of potential theatre goers <p>C Shrek the Musical review</p> <ul style="list-style-type: none"> persuade/inform readers of the Independent's concise newspaper 'i' <p>D Spanish tour guide</p> <ul style="list-style-type: none"> guide's role in establishing relationship with unknown audience and how much they know students' and teachers' roles as receptive to information inform/interactional audience-interlocutors <p>E Physic Garden ticket</p> <ul style="list-style-type: none"> ticket's role as disclaimer advise/warn/inform/instruct wide public audience of visitors
11-14	Clear understanding of a range of contextual factors Sound analysis and engagement with factors in light of language features Fully supported interpretations	<ul style="list-style-type: none"> links are made regularly to specific contextual factors links between language features and context are clear exemplification from the data is sound 	
7-10	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"> the context of the data is considered links are made between language features and context there is some exemplification 	

<p>3-6</p>	<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>	<ul style="list-style-type: none"> • contextual awareness tend to be broad and routine • there is some attempt to mention audience and purpose • occasional illustration of points made 	<p>F Save the toilets</p> <ul style="list-style-type: none"> • persuade/inform • residents of Cambridge • visitors to Cambridge <p>G Burrito card</p> <ul style="list-style-type: none"> • advise/instruct/entertain • restaurant customers
<p>1-2</p>	<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>	<ul style="list-style-type: none"> • limited awareness of a context for the data pieces • discussion is very broad/descriptive • candidates may describe what the data is about 	
<p>0</p>	<p>Nothing written</p> <p>Unintelligible</p>	<ul style="list-style-type: none"> • no awareness of contextual factors 	

Section B – Language and Social Contexts

EITHER

2 Language and Gender

	Skills descriptors	Further details	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		
15-16	<p>Sensitive understanding of a range of issues</p> <p>Conceptualised, tentative discussion of ideas surrounding topic</p> <p>Integrated examples from study which illuminate discussion</p>	<p>Critically evaluates relevant concepts</p> <p>Recognises the relevance of other areas of language study</p> <p>Recognises complexities of representation (e.g. transcripts, stories)</p>	<p>Relevant references to male/female language studies</p> <p>Representation of stereotypes – met and challenged</p> <p>Representation of gender roles</p>
11-14	<p>Clear understanding of a range of language concepts and issues</p> <p>Developed discussion of ideas relating to concepts/issues related to topic</p> <p>Explores a range of well-selected examples</p>	<p>Uses the data as a starting point</p> <p>Selects the most relevant ideas and concepts from learned knowledge</p> <p>Recognises that AO2 can be challenged</p> <p>Begins to recognise the relevance of other areas of language study</p>	<p>Representation of co-operative females</p> <p>Representation of competitive females</p> <p>Representation of politeness ideas, concepts and strategies</p> <p>Representation of face theories</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>	<p>Tries to fit learned knowledge to the data with partial success</p> <p>Selects some relevant ideas and concepts but may show more knowledge than relevance</p> <p>Links AO2 knowledge to features in the data, but may be tenuous or over-generalised</p> <p>Tends to use the data to ‘prove’ learned knowledge</p> <p>Considers the area of language study in isolation</p>	<p>Representation of power issues (e.g. roles, hierarchy, status)</p> <p>Representation of dominance</p> <p>Representation of gender which challenges issues and concepts (e.g. dominance)</p> <p>Representation of female solidarity</p>

2 Language and Gender

<p>3-6</p>	<p>Limited number of language concepts highlighted</p> <p>Superficial understanding shown</p> <p>Often descriptive and/or anecdotal in reference</p>	<p>Makes reference to learned knowledge but with limited relevance to the data</p> <p>Cites research and theory with limited accuracy</p> <p>Focuses on the data in a very limited way</p>	
<p>1-2</p>	<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>	<p>Makes isolated reference to learned knowledge</p> <p>Paraphrases the data</p> <p>Misunderstands concepts and data</p>	
<p>0</p>	<p>Nothing written</p> <p>Unintelligible</p>		

2 Language and Gender

	Skills descriptors	Further details	Content descriptors
AO3i	Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language		
15-16	Perceptive and insightful exploration of contextual factors	Explores relevant contextual factors Recognises the complexities of context Explores the connections between different aspects of context	Genre: Script for long-running BBC drama Purpose: To entertain Audience: Expectations and assumptions Previous knowledge Wide audience (prime time television) Some may have shared knowledge (e.g. teachers watching)
11-14	Clear understanding of a range of contextual factors	Identifies relevant contextual factors Analyses context Recognises some complexities of context	Formal context: The workplace, school environment
7-10	Some consideration and understanding of contextual factors	Identifies obvious contextual factors Begins to analyse	Relationships - colleagues (including both established and newer relationships)
3-6	Awareness of one or two factors influencing data – likely to be broad in focus	Describes obvious context Demonstrates limited understanding of the bigger picture	One-to-one/private exchanges in corridor/classroom compared to more public exchange - staff room environment (with colleagues) Differences in age, status, hierarchy, roles, authority
1-2	Little or no attempt to explore issues of audience/purpose/genre/context	Paraphrases the given context Demonstrates little understanding of context	Expected behaviour based on differences in status, hierarchy etc – i.e. automatic respect Single sex and mixed sex exchanges
0	Nothing written Unintelligible		Representation of characters

2 Language and Gender

	Skills descriptors	Further details	Content descriptors
AO3ii	Knowledge of the key constituents of language		
15-16	Analytical and systematic interpretation of factors and influence of language features Integrated and helpful use of the data to support interpretation	Selects salient language methods demonstrating understanding of complexities of data Clusters points to identify significant patterns of use Embeds exemplification into the body of analysis	Tag question Modals Contrasting terms of address between male and females (e.g. 'pig'- 'minx')
11-14	Sound analysis and engagement with factors in the light of language features Fully supported interpretations	Selects relevant language methods Clusters points to identify patterns of use Exemplifies consistently Shows a consistent degree of accuracy	Polite terms of address (e.g. 'Mr Budgen; Ms Koreshi, Ms Mason') Mild expletive ('git') Use of questions Imperatives (e.g. 'Go girl!')
7-10	Some awareness of the link between language features and context Generally supported comment	Selects some relevant language methods Begins to recognise some patterns of use Exemplifies but may lack a consistent approach Uses terminology with some accuracy	Discourse features (topic management, holding the floor) Informal register in places Shifts in register
3-6	Limited awareness of the link between language features and context Some illustrated points	Labels language features with partial relevance Takes a line-by-line or unsystematic approach Exemplifies inaccurately or rarely Uses generalised or imprecise terminology	Mix of informal and formal lexis Phonology and prosodic features (e.g. 'mischievous tone', 'in a little girl' voice') Non-fluency features – representation of spontaneous speech (including filler, voiced pause, repetition)
1-2	Superficial/generalised response to the data Likely to paraphrase/ summarise	Makes isolated language points Takes a very descriptive approach Rarely uses terminology	Ellipsis Rule/List of three
0	Nothing written Unintelligible		Modification Conditional

OR

3 Language and Power

	Skills descriptors	Further details	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		
15-16	<p>Sensitive understanding of a range of issues</p> <p>Conceptualised, tentative discussion of ideas surrounding topic</p> <p>Integrated examples from study which illuminate discussion</p>	<p>Critically evaluates relevant concepts</p> <p>Recognises the relevance of other areas of language study</p>	<ul style="list-style-type: none"> • Relevant reference to types of power • References to instrumental power • Awareness of positional power • Authority • Formality • Oppressive/repressive strategies • Asymmetry • Face theories • Politeness strategies • Power within/behind discourse • Accommodation theory • Awareness of power issues surrounding roles and hierarchy • Candidates may make relevant reference to specific research theories e.g. Fairclough, Holmes and Stubbs
11-14	<p>Clear understanding of a range of language concepts and issues</p> <p>Developed discussion of ideas relating to concepts/issues related to topic</p> <p>Explores a range of well-selected examples</p>	<p>Uses the data as a starting point</p> <p>Selects the most relevant ideas and concepts from learned knowledge</p> <p>Recognises that AO2 can be challenged</p> <p>Begins to recognise the relevance of other areas of language study</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>	<p>Tries to fit learned knowledge to the data with partial success</p> <p>Selects some relevant ideas and concepts but may show more knowledge than relevance</p> <p>Links AO2 knowledge to features in the data, but may be tenuous or over-generalised</p> <p>Tends to use the data to ‘prove’ learned knowledge</p> <p>Considers the area of language study in isolation</p>	

3 Language and Power

<p>3-6</p>	<p>Limited number of language concepts highlighted</p> <p>Superficial understanding shown</p> <p>Often descriptive and/or anecdotal in reference</p>	<p>Makes reference to learned knowledge but with limited relevance to the data</p> <p>Cites research and theory with limited accuracy</p> <p>Focuses on the data in a very limited way</p>	<ul style="list-style-type: none"> • Candidates may include relevant ideas from language study including own research and observations
<p>1-2</p>	<p>Elementary understanding of language concepts and use</p> <p>More knowledge than relevance shown</p> <p>Occasional reference to language concepts, but likely to be misunderstood</p>	<p>Makes isolated reference to learned knowledge</p> <p>Paraphrases the data</p> <p>Misunderstands concepts and data</p>	
<p>0</p>	<p>Nothing written</p> <p>Unintelligible</p>		

3 Language and Power

	Skills descriptors	Further details	Content descriptors
AO3i	Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language		
15-16	Perceptive and insightful exploration of contextual factors	Explores relevant contextual factors Recognises the complexities of context Explores the connections between different aspects of context	Genre: policy update Purposes: <ul style="list-style-type: none"> inform about legal issues advise organisations about legal implications whilst maintaining positive employee relations
11-14	Clear understanding of a range of contextual factors	Identifies relevant contextual factors Analyses context Recognises some complexities of context	Audience: employers of a range of different employees in different types of organisation. Legal guidelines intended to apply to all companies and situations
7-10	Some consideration and understanding of contextual factors	Identifies obvious contextual factors Begins to analyse	Context of production – produced in response to Volcanic Ash disruptions to work and travel Legal aspect - disclaimer
3-6	Awareness of one or two factors influencing data – likely to be broad in focus	Describes obvious context Demonstrates limited understanding of the bigger picture	Covers a variety of circumstances
1-2	Little or no attempt to explore issues of audience/ purpose/genre/context	Paraphrases the given context Demonstrates little understanding of context	
0	Nothing written Unintelligible		

3 Language and Power

	Skills descriptors	Further details	Content descriptors
AO3ii	Knowledge of the key constituents of language		
15-16	Analytical and systematic interpretation of factors and influence of language features Integrated and helpful use of the data to support interpretation	Selects salient language methods demonstrating understanding of complexities of data Clusters points to identify significant patterns of use Embeds exemplification into the body of analysis	<ul style="list-style-type: none"> • Formal register • SE throughout • Some glossing of terms • Some less formal phrases/lexis • Clear headers • Paragraphing and bullet points for clarity • Use of colour to counteract the formality of the text • Use of modifiers to make text/legality less daunting • Listing • Conditional clauses and complex sentences • Some simple sentences • Direct address • Mix of declarative and imperative mood • Modality to suggest possibility and certainty • Options offered to cover various situations • Inclusive pronouns • Q/A discourse structure
11-14	Sound analysis and engagement with factors in the light of language features Fully supported interpretations	Selects relevant language methods Clusters points to identify patterns of use Exemplifies consistently Shows a consistent degree of accuracy	
7-10	Some awareness of the link between language features and context Generally supported comment	Selects some relevant language methods Begins to recognise some patterns of use Exemplifies but may lack a consistent approach Uses terminology with some accuracy	
3-6	Limited awareness of the link between language features and context Some illustrated points	Labels language features with partial relevance Takes a line-by-line or unsystematic approach Exemplifies inaccurately or rarely Uses generalised or imprecise terminology	
1-2	Superficial/generalised response to the data Likely to paraphrase/ summarise	Makes isolated language points Takes a very descriptive approach Rarely uses terminology	
0	Nothing written Unintelligible		

OR

4 Language and Technology

	Skills descriptors	Further details	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		
15-16	<p>Sensitive understanding of a range of issues</p> <p>Conceptualised, tentative discussion of ideas surrounding topic</p> <p>Integrated examples from study which illuminate discussion</p>	<p>Critically evaluates relevant concepts</p> <p>Recognises the relevance of other areas of language study</p>	<p>Blog conventions: diary/journal format</p> <p>Interactivity</p> <p>Asynchronous discourse</p>
11-14	<p>Clear understanding of a range of language concepts and issues</p> <p>Developed discussion of ideas relating to concepts/issues related to topic</p> <p>Explores a range of well-selected examples</p>	<p>Uses the data as a starting point</p> <p>Selects the most relevant ideas and concepts from learned knowledge</p> <p>Recognises that AO2 can be challenged</p> <p>Begins to recognise the relevance of other areas of language study</p>	<p>Recent innovations in technology, resulting in updates 'on the go'</p> <p>Representation of identity</p> <p>Affordances of this form of technology</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>	<p>Tries to fit learned knowledge to the data with partial success</p> <p>Selects some relevant ideas and concepts but may show more knowledge than relevance</p> <p>Links AO2 knowledge to features in the data, but may be tenuous or over-generalised</p> <p>Tends to use the data to 'prove' learned knowledge</p> <p>Considers the area of language study in isolation</p>	<p>Constraints of this form of technology</p> <p>Students may refer to relevant study of web based technology, particularly their own research in the absence of published research</p>

4 Language and Technology

<p>3-6</p>	<p>Limited number of language concepts highlighted</p> <p>Superficial understanding shown</p> <p>Often descriptive and/or anecdotal in reference</p>	<p>Makes reference to learned knowledge but with limited relevance to the data</p> <p>Cites research and theory with limited accuracy</p> <p>Focuses on the data in a very limited way</p>	
<p>1-2</p>	<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>	<p>Makes isolated reference to learned knowledge</p> <p>Paraphrases the data</p> <p>Misunderstands concepts and data</p>	
<p>0</p>	<p>Nothing written</p> <p>Unintelligible</p>		

4 Language and Technology

	Skills descriptors	Further details	Content descriptors
AO3i	Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language		
15-16	Perceptive and insightful exploration of contextual factors	Explores relevant contextual factors Recognises the complexities of context Explores the connections between different aspects of context	Genre: blog Purposes: <ul style="list-style-type: none"> inform about progress of the journey to establish a relationship between audience and blogger, and thus follow his personal progress
11-14	Clear understanding of a range of contextual factors	Identifies relevant contextual factors Analyses context Recognises some complexities of context	Audience: <ul style="list-style-type: none"> those familiar with blogger wide audience interested in the journey/Africa Interactivity of blog: reader decides which entries to read Different methods of interaction: blog and twitter, comments
7-10	Some consideration and understanding of contextual factors	Identifies obvious contextual factors Begins to analyse	Self-representation of blogger
3-6	Awareness of one or two factors influencing data – likely to be broad in focus	Describes obvious context Demonstrates limited understanding of the bigger picture	
1-2	Little or no attempt to explore issues of audience/purpose/genre/context	Paraphrases the given context Demonstrates little understanding of context	
0	Nothing written Unintelligible		

4 Language and Technology

	Skills descriptors	Further details	Content descriptors
AO3ii	Knowledge of the key constituents of language		
15-16	Analytical and systematic interpretation of factors and influence of language features Integrated and helpful use of the data to support interpretation	Selects salient language methods demonstrating understanding of complexities of data Clusters points to identify significant patterns of use Embeds exemplification into the body of analysis	Direct address and questioning used by blogger to involve the audience Ellipsis
11-14	Sound analysis and engagement with factors in the light of language features Fully supported interpretations	Selects relevant language methods Clusters points to identify patterns of use Exemplifies consistently Shows a consistent degree of accuracy	Number homophones Typo Imperatives Mainly formal lexis and register but with some informal lexis
7-10	Some awareness of the link between language features and context Generally supported comment	Selects some relevant language methods Begins to recognise some patterns of use Exemplifies but may lack a consistent approach Uses terminology with some accuracy	Exclamatory sentences to reflect emotion/feelings Modifiers – a range used for different purposes
3-6	Limited awareness of the link between language features and context Some illustrated points	Labels language features with partial relevance Takes a line-by-line or unsystematic approach Exemplifies inaccurately or rarely Uses generalised or imprecise terminology	Discourse structure: latest entry at the top of the entry; all entries dated; clear sections Textual design: images and headers to indicate different entries
1-2	Superficial/generalised response to the data Likely to paraphrase/ summarise	Makes isolated language points Takes a very descriptive approach Rarely uses terminology	First person
0	Nothing written Unintelligible		Use of facts