

A-LEVEL

ENGLISH LANGUAGE B

ENGB1 / Unit 1: Categorising Texts

Mark scheme

2705
June 2014

Version 1.0: Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

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

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 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
A01	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	<p>Systematic and evaluative exploration of data using linguistic methods.</p> <p>Accurate and perceptive linguistic knowledge.</p> <p>Appropriate, controlled and accurate expression.</p>	<ul style="list-style-type: none"> selects most relevant language methods to explore texts evaluates systematically identifies features precisely and consistently communicates ideas fluently 	<p>A Transcript Great North Run</p> <ul style="list-style-type: none"> fluency of presenter pauses few non-fluency features present tense personal bias/interest positive lexical choices non-specialist lexis linked to running conversational register declaratives discourse markers <p>B Jokes</p> <ul style="list-style-type: none"> conversational discourse structure in 1 conventions of jokes reported speech narrative voice in 2 first and third person humour based on ambiguity humour based on irony present tense
11-14	<p>Uses linguistic methods in a systematic way.</p> <p>Appropriate and accurate linguistic knowledge.</p> <p>Controlled and accurate expression.</p>	<ul style="list-style-type: none"> chooses appropriate language methods to discuss texts analyses systematically identifies features accurately communicates ideas clearly 	<p>C Back cover detective novel</p> <ul style="list-style-type: none"> textual design – image and blurb with merchandise details below typography variation white on black and use of yellow/red for cohesion/effect intertextuality – use of rules of play

<p>7-10</p>	<p>Applies and explores some linguistic methods.</p> <p>Some appropriate linguistic knowledge, moves beyond surface.</p> <p>Generally accurate written communication.</p>	<ul style="list-style-type: none"> • chooses some appropriate language methods • mixes analysis and description • identifies some features accurately • writes clearly with some lapses 	<ul style="list-style-type: none"> • imperatives within rules • modal verbs/conditional in warning • declaratives in praise/review bites • direct address to involve reader • summary of narrative in rules • positive lexical choices • lexical field of crime fiction <p>D Marriage ceremony</p> <ul style="list-style-type: none"> • formality • performative/legal function • scripted/prepared form • complex syntax • first, second person pronoun use • modals • formal lexical choices • lexical fields – legal/religious
<p>3-6</p>	<p>Some linguistic methods applied, but not convincing.</p> <p>Limited linguistic knowledge/understanding.</p> <p>Some clarity and accuracy in communication.</p>	<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>E Bin Eater card</p> <ul style="list-style-type: none"> • text design/logo • first person plural • declarative mood • personification of lorry • use of intensifier in apology • modality • humour
<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>F Transcript Halo 3</p> <ul style="list-style-type: none"> • low formality • Q/A discourse at start • discourse largely focused on action on screen • prosodic features – laughter/volume/elongated sounds • lexical choices from gaming • first person declarative utterances • imperatives • elision • unusual verb choices • deixis

0	Nothing written/Unintelligible.		G Gosh Paper Bag <ul style="list-style-type: none">• textual design• represented thoughts• represented emotions• first person• elliptical dots• humorous names• colloquial lexical choices• capitalisation• punctuation• juxtaposition of characters' thoughts• shared cultural understanding re. comic book audiences - source of humour• retro styling• contact details/address of bookshop
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Marks	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	Centres 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.

<p>3-6</p>	<p>Often descriptive reasons given for choices.</p> <p>Limited understanding of the task shown.</p>	<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 	<p>Formality</p> <ul style="list-style-type: none"> • informal • formal • mixed formality • etc.
<p>1-2</p>	<p>Elementary understanding of categorising language.</p> <p>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.</p> <p>Unintelligible.</p>	<ul style="list-style-type: none"> • very limited understanding of task • limited understanding of texts 	<p>Representation</p> <p>A speaker’s role/identity as friendly expert</p> <p>B representation of stereotypes/shared cultural knowledge</p> <p>C representation of genre conventions of detective fiction</p> <p>D speaker’s identity as authoritative</p> <p>E representation of Cambridge City Council as humble/humorous</p> <p>F speakers’ identities as competitive</p> <p>G representation of characters as subverted stereotypes</p> <p>Linguistic areas – see AO1 grid</p>

	Skills descriptors	Further detail	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"> • makes links to contextual factors that are developed and illuminating • makes links to context systematically • embeds exemplification into the body of the response 	A North Run transcript <ul style="list-style-type: none"> • live TV commentary broadcast on the BBC • inform/entertain • broad public audience with interest in sport/charity events
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"> • makes links regularly to specific contextual factors • makes clear links between language features and context • exemplifies consistently 	B Jokes <ul style="list-style-type: none"> • web source • entertain/performative • multi-layered audience of web-users and broader audience when jokes are performed
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"> • considers the context of the data • makes some links between language features and context • exemplifies but may lack consistency 	C Detective cover <ul style="list-style-type: none"> • blurb • persuade/entertain/inform • broad public adult audience • bookshop context - browsing
3-6	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.	<ul style="list-style-type: none"> • makes broad and routine links to context • makes some attempt to mention audience and purpose • exemplifies inaccurately or rarely 	D Marriage service <ul style="list-style-type: none"> • scripted spoken • performative/legal function • public invited audience • wider potential audience on the web

<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"> • shows limited awareness of context • takes a broad/descriptive approach • describes what the data is about 	<p>E Bin eater card</p> <ul style="list-style-type: none"> • card • apologetic/informative function • residents of Cambridge • specific audience <p>F Transcript Halo 3</p> <ul style="list-style-type: none"> • performance role play • dynamic fluidity • physical action accompanying discourse • online audience <p>G Gosh – paper bag</p> <ul style="list-style-type: none"> • entertain/advertise/persuade • practical function to protect purchase • consumer audience – actual and potential • public audience of customers
<p>0</p>	<p>Nothing written.</p> <p>Unintelligible.</p>		

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		Construction of assumed gendered identities Discourses about gender which circulate in culture
15-16	Sensitive understanding of a range of issues Conceptualised, tentative discussion of ideas surrounding topic Integrated examples from study which illuminate discussion	Critically evaluates relevant concepts Recognises that one particular area of language does not work in isolation Recognises complexities of representation (e.g. transcripts, stories)	Representations of women as strong and assertive Representation of 'ideal' boyfriend as accepting and accommodating
11-14	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	Uses the data as a starting point Selects the most relevant ideas and concepts from learned knowledge Recognises that AO2 can be challenged Begins to recognise that one particular area of language does not work in isolation	Stereotypes linked to young male audience Stereotypes linked to males and females Stereotypes linked to male topics e.g. football, and female topics e.g. shoes Students may refer to relevant ideas from language study, including their own research and observations

2 Language and Gender

<p>7-10</p>	<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 language area in isolation or as an absolute category</p>	
<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		Genre: <ul style="list-style-type: none"> self-help guide survival guide humorous parody of advisory manual Purpose: <ul style="list-style-type: none"> to entertain Notional audience: <ul style="list-style-type: none"> young males, late teens to mid-20s
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	
11-14	Clear understanding of a range of contextual factors	Identifies relevant contextual factors Analyses context Recognises some complexities of context	
7-10	Some consideration and understanding of contextual factors	Identifies obvious contextual factors Begins to analyse	
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		

2 Language and Gender

	Skills Descriptors	Further Details	Content Descriptors
AO3ii	Knowledge of the key constituents of language		
15-16	<p>Analytical and systematic interpretation of factors and influence of language features</p> <p>Integrated and helpful use of the data to support interpretation</p>	<p>Selects salient language methods demonstrating understanding of complexities of data</p> <p>Clusters points to identify significant patterns of use</p> <p>Embeds exemplification into the body of analysis</p>	<p>Discourse structure: Introduction to illustrate the content; three key sections linked to three key scenarios Problem/solution discourse</p> <p>Lexis linked to female interests deliberately exaggerated e.g. diamond slippers</p>
11-14	<p>Sound analysis and engagement with factors in the light of language features</p> <p>Fully supported interpretations</p>	<p>Selects relevant language methods</p> <p>Clusters points to identify patterns of use</p> <p>Exemplifies consistently</p> <p>Shows a consistent degree of accuracy</p>	<p>Standard English with some formal expression e.g. At this juncture; some more colloquial references e.g. spot on, footie</p> <p>Cultural references requiring some shared understanding e.g. Michael Ball, Barbie doll</p>
7-10	<p>Some awareness of the link between language features and context</p> <p>Generally supported comment</p>	<p>Selects some relevant language methods</p> <p>Begins to recognise some patterns of use</p> <p>Exemplifies but may lack a consistent approach</p> <p>Uses terminology with some accuracy</p>	<p>Modifiers linked to clothing/shoes e.g. daintily hung belt</p> <p>Use of declaratives to offer advice</p> <p>Use of imperatives, typical of genre - linked to handling of the situation e.g. be confident and positive</p>

2 Language and Gender

<p>3-6</p>	<p>Limited awareness of the link between language features and context</p> <p>Some illustrated points</p>	<p>Labels language features with partial relevance</p> <p>Takes a line-by-line or unsystematic approach</p> <p>Exemplifies inaccurately or rarely</p> <p>Uses generalised or imprecise terminology</p>	<p>Varied sentence types – simple sentences e.g. keep it simple;</p> <p>compound/complex sentences to explain the advice offered</p> <p>Second person pronoun to directly address male audience; third person pronoun used throughout to refer to girlfriend</p> <p>Use of she/her to refer to the girlfriend – generalises to appeal to wide audience</p>
<p>1-2</p>	<p>Superficial/generalised response to the data</p> <p>Likely to paraphrase/ summarise</p>	<p>Makes isolated language points</p> <p>Takes a very descriptive approach</p> <p>Rarely uses terminology</p>	<p>Reported speech to suggest possible approaches when addressing the girlfriend – ellipsis so comments can be made specific to any scenario</p> <p>Humour to appeal to target audience</p>
<p>0</p>	<p>Nothing written</p> <p>Unintelligible</p>		

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 that one particular area of language does not work in isolation</p> <p>Recognises complexities of representation (e.g. transcripts, stories)</p>	<p>Negotiation of power by different speakers shifting positions</p> <p>References to different aspects of power</p> <p>Face theories</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 that one particular area of language does not work in isolation</p>	<p>Politeness strategies</p> <p>Accommodation theory – convergence</p> <p>Students may refer to relevant ideas from language study, including their own research and observations.</p>

3 Language and Power

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 language area in isolation or as an absolute category</p>	
3-6	<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>	
1-2	<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>	

3 Language and Power

0	Nothing written Unintelligible		
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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 – telephone call Purpose – various (aspects of persuasion, instruct, inform) Audience – private but may be being recorded
11-14	Clear understanding of a range of contextual factors	Identifies relevant contextual factors Analyses context Recognises some complexities of context	Transactional Formal context
7-10	Some consideration and understanding of contextual factors	Identifies obvious contextual factors Begins to analyse	No relationship between speakers Role of both speakers
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	Staff member will have trained for this role Not face-to-face
1-2	Little or no attempt to explore issues of audience/ purpose/genre/context	Paraphrases the given context Demonstrates little understanding of context	Staff possibly following set discourse structure – not allowed to deviate from script.
0	Nothing written Unintelligible		

3 Language and Power

	Skills Descriptors	Further Details	Content Descriptors
AO3ii	Knowledge of the key constituents of language		
15-16	<p>Analytical and systematic interpretation of factors and influence of language features</p> <p>Integrated and helpful use of the data to support interpretation</p>	<p>Selects salient language methods demonstrating understanding of complexities of data</p> <p>Clusters points to identify significant patterns of use</p> <p>Embeds exemplification into the body of analysis</p>	<p>Politeness markers by both</p> <p>Familiar term of address by staff</p> <p>Overuse of first name</p> <p>Non-fluency features in customer speech/lack of non-fluency features in staff speech (part-scripted?)</p> <p>Example of non-fluency features: self-correction, repetition, fillers, voiced pauses</p>
11-14	<p>Sound analysis and engagement with factors in the light of language features</p> <p>Fully supported interpretations</p>	<p>Selects relevant language methods</p> <p>Clusters points to identify patterns of use</p> <p>Exemplifies consistently</p> <p>Shows a consistent degree of accuracy</p>	<p>Informal lexis by customer</p> <p>Q/A discourse structure</p> <p>Repetitive syntactical structure for questions</p>
7-10	<p>Some awareness of the link between language features and context</p> <p>Generally supported comment</p>	<p>Selects some relevant language methods</p> <p>Begins to recognise some patterns of use</p> <p>Exemplifies but may lack a consistent approach</p> <p>Uses terminology with some accuracy</p>	<p>Pronouns (direct address and inclusive)</p> <p>Pre-modifiers</p> <p>Superlative</p> <p>Modals</p>

3 Language and Power

<p>3-6</p>	<p>Limited awareness of the link between language features and context</p> <p>Some illustrated points</p>	<p>Labels language features with partial relevance</p> <p>Takes a line-by-line or unsystematic approach</p> <p>Exemplifies inaccurately or rarely</p> <p>Uses generalised or imprecise terminology</p>	<p>Interrogatives</p> <p>Conditional sentences 'if'</p> <p>Formal register by staff (e.g. lexis. No contractions)</p>
<p>1-2</p>	<p>Superficial/generalised response to the data</p> <p>Likely to paraphrase/ summarise</p>	<p>Makes isolated language points</p> <p>Takes a very descriptive approach</p> <p>Rarely uses terminology</p>	
<p>0</p>	<p>Nothing written</p> <p>Unintelligible</p>		

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 that one particular area of language does not work in isolation</p> <p>Recognises complexities of representation (e.g. transcripts, stories)</p>	<p>Constraints of this form of technology:</p> <ul style="list-style-type: none"> Affordances (e.g. communicating to a wide range of groups) Limitations (e.g. teacher role; specific and limited/pre-set options)
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 that one particular area of language does not work in isolation</p>	<p>Social practices of community – rules and rituals</p> <p>Online identities linked to roles</p> <p>Conventions of Twitter/tweets</p> <p>Discussion of evolving and developing technology – the recent and rapid rise of Twitter</p> <p>Link to conventions of other forms of communication via technology (text messages, posts on social network sites)</p>

4 Language and Technology

<p>7-10</p>	<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 language area in isolation or as an absolute category</p>	<p>Interactive aspect of technology</p> <p>Students may refer to relevant ideas from language study, including their own research and observations.</p>
<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 – tweets/Twitter time line Purpose – dual purpose to inform, instruct and engage student interest Audience – aimed primarily at a specific audience ; may have shared and assumed knowledge
11-14	Clear understanding of a range of contextual factors	Identifies relevant contextual factors Analyses context Recognises some complexities of context	Audience – anyone who follows the tweeter and anyone who reads a subsequent retweet
7-10	Some consideration and understanding of contextual factors	Identifies obvious contextual factors Begins to analyse	Professional relationship
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	Personal Twitter account for professional purposes (may have different account for personal tweets)
1-2	Little or no attempt to explore issues of audience/ purpose/genre/context	Paraphrases the given context Demonstrates little understanding of context	Large gaps between dates – not used often (only when necessary/ appropriate)
0	Nothing written Unintelligible		Teacher role

4 Language and Technology

	Skills Descriptors	Further Details	Content Descriptors
AO3ii	Knowledge of the key constituents of language		
15-16	<p>Analytical and systematic interpretation of factors and influence of language features</p> <p>Integrated and helpful use of the data to support interpretation</p>	<p>Selects salient language methods demonstrating understanding of complexities of data</p> <p>Clusters points to identify significant patterns of use</p> <p>Embeds exemplification into the body of analysis</p>	<p>Moniker/account name and full name</p> <p>Hash tags</p> <p>Elision</p> <p>American spelling</p> <p>Symbols</p>
11-14	<p>Sound analysis and engagement with factors in the light of language features</p> <p>Fully supported interpretations</p>	<p>Selects relevant language methods</p> <p>Clusters points to identify patterns of use</p> <p>Exemplifies consistently</p> <p>Shows a consistent degree of accuracy</p>	<p>Use of punctuation for speech and thought processes (e.g. !!)</p> <p>Imperatives</p> <p>Some informal lexis although mainly formal</p>
7-10	<p>Some awareness of the link between language features and context</p> <p>Generally supported comment</p>	<p>Selects some relevant language methods</p> <p>Begins to recognise some patterns of use</p> <p>Exemplifies but may lack a consistent approach</p> <p>Uses terminology with some accuracy</p>	<p>Simple sentences</p> <p>Use of punctuation</p> <p>Politeness markers</p> <p>Interrogatives</p>

4 Language and Technology

3-6	<p>Limited awareness of the link between language features and context</p> <p>Some illustrated points</p>	<p>Labels language features with partial relevance</p> <p>Takes a line-by-line or unsystematic approach</p> <p>Exemplifies inaccurately or rarely</p> <p>Uses generalised or imprecise terminology</p>	<p>Elliptical sentence structure</p> <p>Acronym (shared understanding)</p> <p>Typo</p>
1-2	<p>Superficial/generalised response to the data</p> <p>Likely to paraphrase/ summarise</p>	<p>Makes isolated language points</p> <p>Takes a very descriptive approach</p> <p>Rarely uses terminology</p>	
0	<p>Nothing written</p> <p>Unintelligible</p>		