A-LEVEL

English Language B

ENGB1 / Unit 1: Categorising Texts
Mark scheme

2705
June 2015

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

- think of AO2 in terms of the learned ideas, theories and concepts that students are using to interpret the data
- think of AO3i in terms of contextual awareness
- think of AO3ii 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 students' 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**.	• selects most relevant language methods to explore texts • evaluates systematically • identifies features precisely and consistently • communicates ideas fluently	**A Handwritten note** • handwritten in capitals • some errors/corrections • letter discourse conventions including postscript/salutation/ valediction • listing – use of dashes • parenthesis – sometimes humorous, sometimes transactional • conditional clause • elliptical • direct address • mainly declarative mood • exclamative
11-14	Uses linguistic methods in a **systematic** way. **Appropriate** and **accurate** linguistic knowledge. Controlled and **accurate expression**.	• chooses appropriate language methods to discuss texts • analyses systematically • identifies features accurately • communicates ideas clearly	**B Opening Graham Norton Show** • monologue with audience responding appropriately with laughter and clapping • pauses for effect or to wait for applause to subside • fluent discourse – formulaic opening introducing programme • formal address terms • mixed formality • interactive performance • list of guests – builds to climax • declarative mood • first person • positive pre-modification

7-10	**Applies** and **explores** some linguistic methods. **Some appropriate** linguistic knowledge, **moves beyond surface**. **Generally accurate** written communication.	• chooses some appropriate language methods • mixes analysis and description • identifies some features accurately • writes clearly with some lapses	• idiolectal features • complex lexical choices • proper nouns • use of phonological non-verbal sounds **C Curriculum Vitae** • textual design – appropriate for coffee shop work • discourse structure conventions for CV • range of font sizes linked to relative importance • declarative mood • first person
3-6	**Some linguistic methods** applied, but **not convincing**. **Limited** linguistic knowledge/understanding. **Some clarity** and accuracy in communication.	• shows some evidence of language study • describes with limited discussion • labels features vaguely/with limited accuracy • shows limited clarity	• some ellipsis in education and employment history • range of syntax including opening complex sentence • complex lexical choices • lexical choices linked to fields of education, employment, coffee, food • positive pre-modification • proper nouns • some humour in first paragraph **D Witches Scene Macbeth** • discourse structure of play script with poetic shape
1-2	Linguistic methods **applied inaccurately** or not at all. **Rudimentary** linguistic knowledge. **Lapses** in written communication.	• shows very limited evidence of language study • describes inaccurately • lacks clarity	• represented scripted speech • some monologic and some simultaneous speech in chorus – no interaction • complex syntactical structures • list of ingredients for cauldron • phonologically rich – rhyme, rhythm, alliteration • patterned syllabic structure • semantic field of animals, magic, poison • archaic lexical choices • use of elision • repetition of chorus

0	Nothing written/Unintelligible.		**E Weather forecast** • text design, particularly colour blue/use of map/icons/symbols • familiar discourse structure of webpage with drop down menus, links, menus, search engine • direct address • specialist lexical choices • ellipsis • abbreviations • semantic fields of weather and technology • pre-modification • times/dates **F Extract *Hard Times*** • represented speech within a narrative • eye-dialect • question/answer discourse • third person narrative voice • complex syntactical structures • archaic address terms • archaic lexical choices • pragmatic implications of conversation between two characters who have feelings for each other – subtext **G Transcript Holiday plans** • normal non-fluency • question/answer discourse structure • affectionate address term • vague lexical choices • semantic field of holidays/flights • shared understanding between interlocutors • specific lexical choices regarding time

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 students' 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 students** **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.	• 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: • persuade • entertain • inform • instruct • interactional • multi-purpose • etc
11-14	**Developed** discussion of reasons for grouping. **Understanding of complexities** shown.	• 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: • customers • young • public • adults • etc
7-10	**Mix of descriptive and analytical** discussion. **Some awareness** of complex nature of grouping task.	• chooses sensible group ideas • makes appropriate selection of texts • discusses groups in straightforward way • may point out some obvious differences	Genre: • transcript • flyer • advert • etc

3-6	Often **descriptive** reasons given for choices. **Limited** understanding of the task shown.	• 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: • informal • formal • mixed formality • etc Mode: • rehearsed/planned • highly planned • spontaneous • multi-modal • etc Representation: **A** writer's role as caring parent **B** presenter's role as host generating excitement for show **C** writer's identity as highly employable **D** representation of characters as sinister/holding magical powers **E** representation of BBC as authoritative/technological source of information **F** representation of characters' relationship, working class background and regional dialect **G** interlocutors' roles in asserting their opinions/expertise **Linguistic areas – see AO1 grid**
1-2	**Elementary** understanding of categorising language. Possibly **lists texts** under group headings.	• shows limited understanding of the task's requirement • makes unhelpful selection of texts • misunderstands texts • lists groups with limited discussion	
0	Nothing written. **Unintelligible**.	• very limited understanding of task • limited understanding of texts	

	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 students' 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.	• makes links to contextual factors that are developed and illuminating • makes links to context systematically • embeds exemplification into the body of the response	**A Handwritten Note** • domestic production – handwritten • private audience • inform/entertain/reassure • written hastily – errors **B Opening Graham Norton Show** • live TV show broadcast on the BBC • entertain/performative functions • dual audience – studio and viewers • audience and images of guests as GN builds the intro • shared cultural knowledge of guests • opening performance
11-14	**Clear understanding** of a range of contextual factors. **Sound analysis** and engagement with factors in light of language features. **Fully supported** interpretations.	• makes links regularly to specific contextual factors • makes clear links between language features and context • exemplifies consistently	
7-10	**Some consideration** and understanding of contextual factors. **Some awareness** of the link between language features and context. **Generally supported** comment.	• considers the context of the data • makes some links between language features and context • exemplifies but may lack consistency	

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**.	• makes broad and routine links to context • makes some attempt to mention audience and purpose • exemplifies inaccurately or rarely	**C Curriculum Vitae** • domestically produced/word processed • inform/persuade • positive representation of writer • fairly narrow audience – employers potentially ignored or acted upon • pre-supposes reader would be flattered by suggestion that writer would like to be part of their enterprise
1-2	**Little or no attempt** to explore issues of audience/purpose/genre/ context. **Superficial/generalised** response to the data. Likely to **paraphrase/summarise**.	• shows limited awareness of context • takes a broad/descriptive approach • describes what the data is about	**D Witches Scene _Macbeth_** • scripted spoken • entertain • script for performance • multiple audience – actors/ audiences over time
0	Nothing written. Unintelligible.		**E Weather Forecast** • web source • informative function • interactive/multi-modal • broad public audience interested in weather updates/forecasts **F Extract _Hard Times_** • novel extract • entertain • reading audiences over time **G Transcript Holiday Plans** • interactional/transactional functions • narrow private audience of interlocutors • different roles of interlocutors reflected in level of involvement in organisation

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**		stereotypes – met and challenged performance of gendered roles co-operative talk competitive talk politeness ideas, concepts and strategies age/hierarchies difference, diversity, dominance, deficit theories power issues narrative structures relevant reference to male/female language studies and own research observations
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 (eg transcripts, stories)	
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	

2   **Language and Gender**

7-10	**Some awareness** of language concepts and issues	Tries to fit learned knowledge to the data with partial success	
	A number of concepts/issues discussed – but **not fully explored**	Selects some relevant ideas and concepts but may show more knowledge than relevance	
	Beginning to select and use salient examples	Links AO2 knowledge to features in the data, but may be tenuous or over-generalised	
		Tends to use the data to 'prove' learned knowledge	
		Considers the language area in isolation or as an absolute category	
3-6	**Limited** number of language concepts highlighted	Makes reference to learned knowledge but with limited relevance to the data	
	Superficial understanding shown	Cites research and theory with limited accuracy	
	Often **descriptive** and/or anecdotal in reference	Focuses on the data in a very limited way	
1-2	**Elementary** understanding of language concepts and use	Makes isolated reference to learned knowledge	
	More knowledge than relevance shown	Paraphrases the data	
	Occasional reference to language concept, but likely to be **misunderstood**	Misunderstands concepts and data	
0	Nothing written		
	Unintelligible		

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**		relationships – family/cross-generation (uncle role – teasing, informal chat)
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	relationships – siblings (shared context rivalry, attention of uncle) roles (family and in talk) mixed sex (gendered roles established and developing)
11-14	**Clear understanding** of a range of contextual factors	Identifies relevant contextual factors Analyses context Recognises some complexities of context	environment – informal/familiar routines of family life
7-10	**Some consideration** and understanding of contextual factors	Identifies obvious contextual factors Begins to analyse	topics – gendered and age related activities related to environment
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	**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	discourse: Q/A markers, overlaps, interruptions, length of turns interrogatives –use with children topic initiation – shifts and control semantic fields terms of address
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	informal lexis and slang features of speech, including: • repetition • fillers • self-correction • voiced and unvoiced pauses
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	dialect features

2   Language and Gender

| 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

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	**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 (eg transcripts, stories)	reference to relevant ideas from language study face theories politeness strategies accommodation theory
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	synthetic personalisation instrumental power influential power knowledge power positional power asymmetry relevant references to power studies and own research observations

3 **Language and Power**

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	Tries to fit learned knowledge to the data with partial success Selects some relevant ideas and concepts but may show more knowledge than relevance Links AO2 knowledge to features in the data, but may be tenuous or over-generalised Tends to use the data to 'prove' learned knowledge Considers the language area in isolation or as an absolute category
3-6	**Limited** number of language concepts highlighted **Superficial** understanding shown Often **descriptive** and/or anecdotal in reference	Makes reference to learned knowledge but with limited relevance to the data Cites research and theory with limited accuracy Focuses on the data in a very limited way
1-2	**Elementary** understanding of language concepts and use **More knowledge than relevance** shown Occasional reference to language concept, but likely to be **misunderstood**	Makes isolated reference to learned knowledge Paraphrases the data Misunderstands concepts and data
0	Nothing written Unintelligible	

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: • leaflet produced by NHS • issues linked to this genre (eg does not have to be read; audience will choose to read it) Purpose: • to inform • to persuade • to dispel myths and relay facts • to reassure the general public • to ultimately reduce instances of flu (and possibly reduce the subsequent impact on the NHS) Audience: • wide audience but does focus on certain groups in society (eg over 65) • some assumed knowledge of the audience re: the flu jab • may have some knowledge or experience of having the flu jab • plays on the emotions of the audience at times produced by NHS – adds gravitas possibly available in doctor's surgery
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		

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	sentence types eg simple, compound and complex sentence functions eg interrogative, exclamatory, declarative conditional clause pre and post-modification superlatives
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	adverbs modal verbs direct address/second person pronoun semantic field – illness/medical list/rule of three
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	elements of informality typography: italics, bold, coloured, font size logo

3   **Language and Power**

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	**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 (eg transcripts, stories)	Students may refer to relevant study of web-based technology, particularly their own research in the absence of published research The internet provides an immediate and instant source of information, support, news and events
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	Conventions of websites: • hyperlinks • search box • masthead • images dominant rather than text – very short links take the user to much greater information • references to other sites (eg social media) Interactive nature of websites and webpages Multi-media – link to YouTube channel for the University Compressed English Non-linear reading (user control)

4   Language and Technology

7-10	**Some awareness** of language concepts and issues	Tries to fit learned knowledge to the data with partial success
	A number of concepts/issues discussed – but **not fully explored**	Selects some relevant ideas and concepts but may show more knowledge than relevance
	Beginning to select and use salient examples	Links AO2 knowledge to features in the data, but may be tenuous or over-generalised
		Tends to use the data to 'prove' learned knowledge
		Considers the language area in isolation or as an absolute category
3-6	**Limited** number of language concepts highlighted	Makes reference to learned knowledge but with limited relevance to the data
	Superficial understanding shown	Cites research and theory with limited accuracy
	Often **descriptive** and/or anecdotal in reference	Focuses on the data in a very limited way
1-2	**Elementary** understanding of language concepts and use	Makes isolated reference to learned knowledge
	More knowledge than relevance shown	Paraphrases the data
	Occasional reference to language concept, but likely to be **misunderstood**	Misunderstands concepts and data
0	Nothing written	
	Unintelligible	

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: • homepage Purpose: • to inform/persuade Audience: • audience of past (alumni), current and prospective students, although can be accessed by anyone • possible audience of staff at the university • assumed and shared knowledge of current students (eg YSJActive) • prospective students may be directed to the website by school/college staff • assumption students will use social media sites, YouTube • representation of University's identity • perceptions and expectations of the University and of students • some sections may not change, others are more fluid
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		

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	• page layout - wide range of different sections – all very small • main colour of blue – possibly connected to the University • range of images, text/image cohesion and ratio
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	• typography • mainly elliptical structures throughout • Inclusive pronouns 'our' and 'us' • direct address
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	• pre-modification and superlatives to persuade • imperatives • semantic fields (studying) • repetition of 'York St John' • various logos – recognisable to the audience

4   Language and Technology

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		