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EN01

Unit 1 Language and Context

Mark scheme

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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 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.

Further copies of this mark scheme are available from oxfordaqaexams.org.uk

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International English language mark scheme

How to mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for each assessment objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each assessment objective
- put into a rank order the achievements of students (not to grade them − that is done later using the rank order that your marking has produced)
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study language in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the quality of **what the student offers**.

Do not mark scripts as though they were mere shadows of some platonic ideal (or the answer you would have written). The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

Assessment objectives

This component requires students to:
AO1: Demonstrate understanding of methods, terminology, concepts and issues in English language.
AO2: Analyse how meanings are shaped in a range of texts and data.
AO3: Demonstrate ability to use English in different ways.

The marking grids

The specification has generic marking grids for each assessment objective that is customised with indicative content for individual tasks. These have been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands.

Within each assessment objective there are five broad levels representing different levels of achievement. Do not think of levels equalling grade boundaries.

On the left-hand side of the mark scheme, in bold, are the generic descriptors that identify the performance characteristics at five distinct levels.

On the right-hand side are statements of indicative content. These give examples of the kind of things students might do that would exemplify the level. They are neither exhaustive nor required – they are simply indicative of what would appear at this level. You will find that they sometimes indicate areas of content that can be handled with increasing sophistication and subtlety. You will also find statements which only characterise work at the bottom or top of the range.

Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of assessment objectives in particular tasks and across the examination as a whole. You may be required to give different marks to bands for different assessment objectives.

Using the grids

These levels of response mark schemes are broken down into five levels, each of which has descriptors. The descriptors for the level show the performance characteristics of the level. There is the same number of marks in each level for an individual assessment objective. The number of marks per level will vary depending upon the number of marks allocated to the various assessment objectives covered by a particular question.

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level; ie if the response fulfils most but not all of level 3 with a small amount of level 4 material, it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to the generic descriptors (presented in bold text), paper specific indicative descriptors (presented in plain text) are provided as a guide for examiners. These are not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

Annotating scripts

It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking.

Where?

- in the body of the script
- in the margin
- at the end of each answer.

What annotations?

Section A

AO1

Green ticks placed in the body of the script at the point of credit:

- single tick for Level 1, Level 2 and Level 3 credit – ✓
- double tick for Level 4 credit – ✓✓
- triple tick for Level 5 credit – ✓✓✓

AO2

Stamps placed in the margin at the point of credit:

- L1, L2, L3, L4, L5 to indicate level of attainment and

G to indicate general discussion

ID to indicate identification

EG to indicate a linguistic example

AN to indicate an analytical point

DP to indicate a developed point.

Written comments

A comment box at the end of each answer for each AO:

- green comment box for AO1
- red comment box for AO2.

Section B

AO3

Stamps placed in the margin at the point of credit:
- L1, L2, L3, L4, L5 to indicate level of attainment.

Written comments

A comment box at the end of each answer for each AO:
- blue comment box for AO3.

You should write a summative comment at the end for each assessment objective.

Please do not write negative comments about students' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

0 1 **Text A** and **Text B** are printed on pages **4–5**.

Text A is an extract from a personal blog.

Text B is a transcript from an online video found on the website of a bicycle shop. In the video, Olympic cyclist Laura Kenny talks about her new range of bicycles.

Examine how the creator of **Text A** and the speaker in **Text B** use language to create meanings.

In your answer you should consider different:

- audiences
- purposes
- genres
- modes of communication.

[25 marks]

AO1: Demonstrate understanding of methods, terminology, concepts and issues in English Language For this question AO1 focuses on language features.		
Level/ Marks	**Performance characteristics**	**Indicative content** These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 9–10	**Students will:** • **apply linguistic methods and terminology, identifying patterns and complexities** • **apply different levels of language analysis in an integrated way, recognising how they are connected** • **apply levels of language analysis with rare errors.**	Students are likely to describe and exemplify features such as: • aspects of cohesion in written text – eg blog structure – introduction, image, listing of benefits • aspects of promotional speech – topic management - eg range, cyclists, inspiration, personal opinion.
Level 4 7–8	**Students will:** • **apply linguistic methods and terminology with precision and detail** • **apply two or more levels of language analysis** • **apply levels of language analysis with occasional errors.**	Students are likely to describe features such as: • informative, promotional language eg use of declarative, interrogative sentence functions, tense • use of pronouns • semantic field associated with health and well-being, positivity.
Level 3 5–6	**Students will:** • **apply linguistic methods and terminology consistently and appropriately** • **label features that have value for the task** • **label features with more accuracy than inaccuracy.**	Students are likely to describe features such as: • word classes associated with cycling, health and pleasure • spoken language features in **Text B** eg pause, fillers, false starts • formality eg colloquial 'pedal pushing' in **Text A;** informal 'wanna' 'gonna' or repeated words/phrases in **Text B.**
Level 2 3–4	**Students will:** • **use linguistic methods and terminology inconsistently and sometimes without value for the task** • **generalise about language use with limited/unclear evidence.**	Students are likely to: • make references to words and phrases about the topic • refer to textual features, eg bold heading, images, colour • quote imprecisely to illustrate.
Level 1 1–2	**Students will:** • **quote or identify features of language without linguistic description**	Students are likely to: • quote examples without any linguistic description • paraphrase the texts.

	• **present material with limited organisation.**	
0	**Nothing relevant written.**	Nothing relevant written.

AO2: Analyse how meanings are created in a range of texts and data.		
Level/ Marks	**Performance characteristics**	**Indicative content** These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 13–15	**Students will:** • **explore use of language and representations according to context.**	Students are likely to: • explore subtle purposes to motivate, inspire, encourage • explore audience positioning eg personal and/or professional voice to create a relationship with the audience • explore presentation of cycling as wholly positive eg exciting, rewarding, having social benefits, an escape from modern life • explore specific mode features.
Level 4 10–12	**Students will:** • **analyse how language choices create meanings and representations** • **analyse how aspects of context work together to affect language use.**	Students are likely to: • analyse purpose of encouraging cycling for long-term health, social and psychological benefits • analyse the presentation of cycling as varied, accessible, important • analyse specific mode features.
Level 3 7–9	**Students will:** • **interpret significance of specific choices of language according to context** • **link specific language choices with an aspect of context.**	Students are likely to: • interpret different purposes of **Text A** and **Text B** eg to inform/explain, persuade/promote, advertise • interpret information aimed at different audiences eg people new to cycling or who have a keen interest in cycling • interpret language used to present cycling as good for mental/physical health, fun • interpret some mode features.
Level 2 4–6	**Students will:** • **identify distinctive features of language and significant aspects of context.**	Students are likely to: • identify broad purposes to inform (**Text A**), to promote (**Text B**) • identify prospective audiences in general terms eg people interested in cycling • offer a personal response to the text • identify some mode features.
Level 1 1–3	**Students will:** • **paraphrase or describe content of texts** • **misunderstand text or context.**	Students are likely to: • give factual information about cycling • show literal understanding of information • rely on lengthy, unexplained quotations.
0	**Nothing relevant written.**	Nothing relevant written.

0 2 You have been asked to write an article about cycling for your school or college newspaper/magazine.

The aim of this article is to inform students about the benefits of cycling, and to persuade them to cycle more.

You may use the information and ideas in the material in **Section A**.

Write this article using about 400 words.

[25 marks]

AO3: Demonstrate ability to use English in different ways		
Level/ Marks	**Performance characteristics**	**Indicative content** These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 21–25	**Students will:** • **use the required form creatively** • **show close attention to register, effective for context** • **write accurately.**	Students are likely to: • guide the reader by using structural features • inform/persuade of the benefits of taking up cycling convincingly • use language creatively • write with clarity and accuracy.
Level 4 16–20	**Students will:** • **use the required form convincingly** • **use and sustain register, effective for context** • **show strong control of accuracy.**	Students are likely to: • produce an effective opening and conclusion with a number of points about the benefits of cycling • write accessibly for the context of a student audience, recognising the informative and persuasive functions • use an engaging style • write with clarity and accuracy, showing only an occasional error.
Level 3 11–15	**Students will:** • **use the required form competently** • **use but not always sustain register** • **show firm control of accuracy.**	Students are likely to: • produce an effective opening with some points about the benefits of cycling • use an appropriate register for the audience but with some uneven elements • write with general clarity and accuracy.
Level 2 6–10	**Students will:** • **use the required form appropriately** • **use appropriate address for context** • **make occasional errors.**	Students are likely to: • use some features of an article but with undeveloped content • address the reader • show lapses in clarity and accuracy.
Level 1 1–5	**Students will:** • **use the required form, but limited to simple elements** • **shape language broadly for context** • **make intrusive errors.**	Students are likely to: • write an essay-like response • lack clarity and accuracy, impeding communication.
0	**Nothing relevant written.**	Nothing relevant written.

0 3 You have been asked to give a talk about cycling to the students at your school or college.

The aim of this talk is to inform students about the benefits of cycling, and to persuade them to cycle more.

You may use the information and ideas in the material in **Section A**.

Write the text for this talk using about 400 words.

[25 marks]

AO3: Demonstrate ability to use English in different ways		
Level/ Marks	**Performance characteristics**	**Indicative content** These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 21–25	**Students will:** • **use the required form creatively** • **show close attention to register, effective for context** • **write accurately.**	Students are likely to: • guide the reader by using structural features • argue well-documented viewpoints • use language creatively • write with clarity and accuracy.
Level 4 16–20	**Students will:** • **use the required form convincingly** • **use and sustain register, effective for context** • **show strong control of accuracy.**	Students are likely to: • produce an effective opening and conclusion with a number of points about the benefits of cycling • write accessibly for the context of a student audience, recognising persuasive and informative functions • use an engaging style • write with clarity and accuracy, showing only an occasional error.
Level 3 11–15	**Students will:** • **use the required form competently** • **use but not always sustain register** • **show firm control of accuracy.**	Students are likely to: • produce an effective opening with some points about the benefits of cycling • use an appropriate register for the stated audience but with some uneven elements • write with general clarity and accuracy.
Level 2 6–10	**Students will:** • **use the required form appropriately** • **use appropriate address for context** • **make occasional errors.**	Students are likely to: • use some features of a speech but with undeveloped content • address the reader • show lapses in clarity and accuracy.
Level 1 1–5	**Students will:** • **use the required form, but limited to simple elements** • **shape language broadly for context** • **make intrusive errors.**	Students are likely to: • write essay-like response • lack clarity and accuracy, impeding communication.
0	**Nothing relevant written.**	Nothing relevant written.