Unit 1: Language: Context and Identity — mark scheme

Section A

Question Number 1	Indicative Content	
	Text A	**Text B**
Mode	Formalised question and answer format: clearly edited from original spoken text to provide journalistic 'neatness', but more obviously conversational than Text B.	Formal speech, written in advance but with rhetorical features associated with addressing a present audience.
Field	Obvious focus on field of sport then broadens to other stereotypical concerns of young men: food, drink, gaming, music and girls.	Field of relationships (honorific terms, and vocabulary of family and friendship) reflects both the formal context of Nobel lecture, and Malala's desire to personalise her achievements. Fields of 'education' and 'rights' reflect Malala's main concerns as a campaigner.
Function	Function of article within magazine context is to interest and entertain the reader. Within that, Bolt's purpose seems to be to present himself simultaneously as an extraordinary achiever but also an ordinary young male aligned with likely interests of readers.	Formal function of opening to give thanks to awarding body, and those who have made award possible (typical of an acceptance speech) followed by informative and persuasive section outlining campaigning cause.
Audience	Magazine explicitly aimed at audience of young men with money and time to pursue interests and leisure. This is reflected in line of questioning, and in Bolt's self-representation as having ordinary interests despite his extraordinary achievements.	Dual audience of those present at awards ceremony (and recognises hierarchical variation within that audience), but with recognition of wider global audience who will be reached by reporting and publication of the speech.
Discourse / Pragmatics	Strict adjacency pairs in Q&A format, with little evidence of interviewer interacting with Bolt beyond posing the questions. Overall structure moves from Bolt's specific sporting development and achievements, to wider sporting interests, then non-sport topics, before returning to Bolt as athlete at end.	Speech moves from formal acknowledgement of audience, honour at award, and thanks to family and friends, through to advocating importance of fighting for right to education. Middle paragraphs of this section blend the personal elements with the broader political polemic, lending emotional weight to the arguments.

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	Text A	**Text B**
Graphology / Phonology	Rigid demarcation of Q&A through use of bold for questions which are on a separate line from answers. Use of square brackets is a formal journalistic convention for conveying some of the informal paralinguistic features from the original exchange (e.g. [laughs]; [NJ rolls his eyes], as well as extra contextual details, e.g. 'I always looked up to [Jamaican sprinter] Donald Quarrie'. Conventional brackets are used to give full names: 'Asafa (Powell) and (Yohan) Blake'.	Paragraphing sometimes reflects likely rhetorical use of pauses and emphasis in speech, particularly the very short, sometimes single-sentence paragraphs (including one beginning with 'And…') Reference to paralinguistic feature of audience reactions given in square brackets.
Grammar	Questions are mixture of open 'wh-' questions, and closed questions, but interview convention means that the latter are never answered with a simple yes/no, but developed to present further information about himself by Bolt. His answers are presented largely as a series of syntactically uncomplicated utterances, with relatively little grammatical subordination, reinforcing the sense of Bolt as a straightforward 'laid-back' person, speaking as he thinks. What subordination there is tends to relate to straightforward chronological or causal links, for example: "When I'm stressed, I just play video games." It is likely that most non-standard features that may have been used would have been 'silently' corrected by the journalist, though the most common grammatical features of speech such as contraction ('I'm', 'can't' etc.) are evident. Full forms are sometimes used where a contraction might seem more likely (e.g. 'I would' rather than 'I'd') which may reflect either Bolt's emphasis, or journalistic 'tidying' of the recorded speech, while 'He was not happy' (in reference to bowling out Chris	Grammar conforms almost entirely to formal standard English, although constructions are relatively straightforward, reflecting that the language is to be heard 'in real time'; a fact that is also reflected in some repetition / parallelism, e.g. 'thirst for education' in a paragraph where all four sentences begin with 'We…' There is very occasional evidence that English is not her first language, in the lack of subject / verb agreement in 'Your kind and encouraging words strengthens and inspires me.' And when she uses 'that' rather 'when' in 'I was just ten that more than 400 schools were destroyed.' Syntax often has a clear rhetorical function, e.g. 'Women were flogged. People were killed. And our beautiful dreams turned into nightmares.' Here there is the rhetorical grouping of three clauses, the first two with parallel simple structures, and the third conjoined by a leading 'and' extending and commenting the previous two with ellipsis of the auxiliary 'were' and the antithesis of 'dreams' and 'nightmares'.

Question	Indicative Content	
Number 1	**Text A**	**Text B**
	Gayle) is more likely to be deliberate emphasis.	
Lexis / Semantics	Some colloquialism reflects Bolt's confidence / ease even in a relatively formal interview situation ('really', 'basically') and his presentation of his identity as a 'regular guy', e.g. 'Yeah', 'Come on', 'Of course, man' / 'oh man'. The latter, together with 'I'm kicking Usain Bolt's ass' are among relatively few indicators of Bolt's Jamaican background or use of Black English Vernacular, which in any case has become more widely used among a relatively young largely urban population.	Language of positive emotions dominate first part: • abstract nouns: happiness, love, peace • verbs: humbled, honoured, inspired, strengthens • adjectives: proud, happy, precious, brave. These are contrasted towards end of extract with violent words, e.g. 'terrorism', 'killed', 'nightmares'. Some evidence of stereotypically female language and concepts: 'paradise', 'henna', 'flowers', 'paint our hands' – but these are explicitly contrasted with stereotypically male interests of 'mathematical formulas and equations' signifying Malala's rejection of a rigid division between the genders.
Social / Cultural Concepts and Issues	Playfully and stereotypically masculine approach to interview. Overall approach seems to minimise distinctions based on race /culture despite occasional reference to Jamaican background. Converges with supposed concerns of young men as presented in such lifestyle magazines. Ephemeral piece of journalism for a relatively small audience, unlikely to be reread.	Establishes her Islamic faith with the opening words in Arabic and English. Expresses pride in her Pashtun roots, though there is relatively little evidence linguistically of her background other than in reference to people and places. Refers to her gender and youth: significant aspects of why she has risen to prominence. A major speech on an international platform, reported around the world and likely to be preserved for posterity.

AO4 – explore connections across data

Connections and contrasts can be made using any of the contextual, linguistic features and social / cultural concepts and issues outlined above.

Connections can also be made on the broader issue of presentation of identity by considering how both texts involve self-presentation as relatively normal, e.g. Malala's reference to fighting with brothers and Bolt's self-deprecating references, 'Marathon? No chance', despite great achievements. Nevertheless there is a contrast in the apparently sincere humility of Malala, and the 'cockiness' of Bolt's banter when, for

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AO4 – explore connections across data (contd.)

example, he says 'I think I would probably have been the best [cricketer], in fact' and, on the loss of his medals 'I figured that I'd just go win some more.' However this approach is possibly ironic? – it is difficult to tell without features such as tone and body language.

Students may also connect use of humour by both speakers to engage with their audience. However, the context of Malala's background, and the context in which she is making the speech mean that the overall function of her text and therefore her presentation of her identity is ultimately more serious. Text B addresses a broader audience than Text A, where Bolt is presenting himself as a stereotypical young man in an article which is, in turn, presenting him as an aspirational model for young males.

Level	Mark	AO1 = bullet point 1, 2	AO2 = bullet point 3, 4	AO3 = bullet point 5, 6	AO4 = bullet point 7

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–7	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. • Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. • Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data.
Level 2	8–14	**General understanding** • Uses methods of language analysis that show general understanding. • Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. • Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description. • Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.
Level 3	15–21	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. • Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding of relevant concepts and issues. • Clear application of this understanding to the data. • Explains construction of meaning in data • Makes relevant links to contextual factors and language features to support this explanation. • Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.
Level 4	22–28	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. • Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection of a range of relevant concepts and issues. • Discriminating application of this understanding to the data. • Makes inferences about the construction of meaning in data • Examines relevant links to contextual factors and language features to support the analysis. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.

Level	Mark	AO1 = bullet point 1, 2	AO2 = bullet point 3, 4	AO3 = bullet point 5, 6	AO4 = bullet point 7
Level 5	29–35	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative selection of a wide range of relevant concepts and issues. • Evaluative application of this selection to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation. • Evaluates connections across data. Critically applies theories, concepts and methods to data.			

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Section B

Question Number	Indicative Content
2	Students are expected to demonstrate their own expertise and creativity in the use of English. Features of students' writing on this task may include but are not limited to: • predominantly Standard English lexis and grammar • standard use of punctuation (including apostrophes) • varying syntax for effect • use of rhetorical and persuasive devices • use of appropriate lexical field for audience • discourse markers to shape the discussion • use of short paragraphing to aid reader attention • adaptation of material from the Source Booklet through techniques such as direct quotation, free indirect speech, narrative report of speech, and paraphrase. It is not necessary to mimic the format of a newspaper (columns etc.) but it is likely that many students would include some of the language-based features of journalistic discourse.

Please refer to the specific marking guidance on page 2 when applying this marking grid.		
Level	**Mark**	**AO5 descriptor**
	0	No rewardable material.
Level 1	1–3	**Descriptive** • Writing is uneven. There are frequent errors and technical lapses. • Shows limited understanding of requirements of audience and function. • Presentation of data is formulaic and predictable.
Level 2	4– 6	**General understanding** • Writing has general sense of direction. There is inconsistent technical accuracy. • Shows general understanding of audience and function. • Some attempt to craft the presentation of data, with general elements of engagement.
Level 3	7–9	**Clear relevant application** • Writing is logically structured. There are few lapses in clarity. • Shows clear understanding of audience and function. • Clear awareness of appropriate presentation of data, with some engaging and original elements.
Level 4	10–12	**Discriminating controlled application** • Writing is effectively structured. Writing is consistently accurate. • Consistently applies understanding of audience and function. • Presents data in an original and consistently engaging manner.
Level 5	13–15	**Critical and evaluative** • Writing is controlled and confident throughout. Writing is consistently accurate. • Demonstrates discriminating understanding of audience and function. • Crafts data in an assured and original response.