

## Paper 1 Mark scheme

### Section A: Language and Context

#### Indicative content

#### Question 1

	<b>TEXT A</b>	<b>TEXT B</b>	<b>TEXT C</b>
<b>MODE</b>	multimodal conventions of web; interactive features such as 'My List' and 'My Basket'	text message exchange; interactive but asynchronous across a day/evening	spoken exchange with formalised Q&A format
<b>FIELD</b>	although selling furniture, branding draws on field of food and alternative wording to lyrics of 'Happy Birthday' song: 'squashed tomatoes and stew'; also relaxation and informality: 'laid back loafers', 'Get your skates on'	narrow focus, expanded response allows potential for development, but brief (though cordial) response does not pursue topic further	birthday/anniversary references linked to political/economic topic
<b>FUNCTION</b>	transactional— encourages sales and enquiries through positioning reader as sharing in light-hearted, unconventional, fun outlook	interactional social exchange; greeting and acknowledgement	question from MP used to publicise positive aspects of government policy and the MP's work in her own constituency
<b>AUDIENCE</b>	products for sale suggest relatively sophisticated adult professional audience, but with youthful, unconventional outlook	private exchange implicit in text message mode; content of second message reference to Queen's official birthday, and more extended syntax than typical of texts reflects adult participants	participants addressing each other but immediate audience is fellow MPs, and wider public viewing and listening as Prime Minister's questions are broadcast; also published in written form for wider audience

	<b>TEXT A</b>	<b>TEXT B</b>	<b>TEXT C</b>
<b>DISCOURSE/ PRAGMATICS</b>	discourse structure is a mixture of formulaic web-store conventions (product links and pictures, basket, search box) with text establishing informal 'knowing' connection with audience; uses friendly and positive connotations of birthday greetings for ulterior purpose of persuading reader to respond to limited time sale, linking purchase with idea of birthday gifts	'Iain's' elliptical, non-standard punctuation, excessive exclamation marks (and misspelling of 'bithday') typical of rapid messaging; brother's reply contrasts with this, lengthier, careful spelling, punctuation and capitalisation, although contractions and minor sentence ('Maybe in August') acknowledges the informality of the discourse context	personal references that seem superficially 'interactional' are in fact 'transactional' in intent, as acknowledged implicitly by 'let me very publicly wish...'; reference to Monopoly set attempts to inject a note of good humour; uses friendly and positive connotations of birthday greetings for ulterior purposes
<b>GRAPHOLOGY/ PHONOLOGY</b>	conventions of web page: menus, search bar, hyperlinks; varied font size to emphasise 'Sale'; alliteration with 'squashed tomatoes and stew'	'staggered' speech bubble convention now ubiquitous in smartphone and online messaging services represents 'hybrid' speech/writing nature of discourse; multiple exclamation marks represent enthusiastic tone	layout and use of bold clearly distinguishes Q&A and identifies participants
<b>GRAMMAR/ MORPHOLOGY</b>	use of imperative: 'Get your skates on'	elliptical: '[Have a] Happy bithday bro' and 'What a cracking idea [that is]'; Iain's messages each written as one sentence with no internal punctuation	formal use of third person reference 'will the Prime Minister'; lengthy complex sentence indicates question is pre-prepared; first person plural pronouns at end 'we can do', 'our country'
<b>LEXIS/ SEMANTICS</b>	self-consciously informal/colloquial lexis: 'Get your skates on!'; punning 'laid back loafers', 'Loaf that home'; synthetic personalisation of greeting and second person direct address: 'Hello all you...'; personal (1st person) determiners, where first person = reader 'My Basket'; compare with 'Our 5th birthday' where first person = company	informality of clipped 'bro', 'cheers' and 'cracking'	specific political register: 'Prime Minister', 'hon. Friend', 'Register of Members' Financial Interests'; use of numbers, '50', '3000', '1.6 million', '2 million'; range of positive lexis 'congratulating', 'absolutely right', 'most important', 'strong and secure'

#### AO4 – explore connections across data

Possible connections include:

- **Function:** Texts A and C both offer information, though in Text A it is for persuasive, commercial purpose and in Text C it is for a persuasive political purpose. Text A is most obviously transactional as an e-commerce site but uses various ways of 'softening' the sell and engaging in synthetic personalisation, whereas Text B is interactional.
- **Mode:** Text A most strongly multimodal in variety of elements comprising the discourse; Text A only becomes interactional when click through to view/buy etc, whereas Text B shows actual interaction in writing/speech hybrid mode.
- **Register:** Text A includes differing registers in different parts of the text which have different purposes; in Text B the participants adopt quite differing registers; in Text C the participants use a very formal register, but also include humour like Text B.

Please refer to the specific marking guidance on page 2 when applying these marking grids.

		A01 = bullet point 1	A03 = bullet point 2
Level	Mark	Descriptor (A01, A03)	
	0	No rewardable material	
Level 1	1–3	<b>Recalls information</b> <ul style="list-style-type: none"> <li>Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses.</li> <li>Lists simple information about context.</li> </ul>	
Level 2	4–6	<b>Broad understanding</b> <ul style="list-style-type: none"> <li>Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.</li> <li>Describes contextual factors and language features. Application is undeveloped.</li> </ul>	
Level 3	7–9	<b>Clear understanding</b> <ul style="list-style-type: none"> <li>Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.</li> <li>Explains clear contextual factors and language features. Begins to link these to construction of meaning.</li> </ul>	
Level 4	10–12	<b>Consistent application</b> <ul style="list-style-type: none"> <li>Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions.</li> <li>Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.</li> </ul>	
Level 5	13–15	<b>Discriminating application</b> <ul style="list-style-type: none"> <li>Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.</li> <li>Evaluates contextual factors and language features. Able to discriminate when making links to construction of meaning.</li> </ul>	

Level	Mark	Descriptor (A04)
	0	No rewardable material
Level 1	1–2	<b>General and descriptive</b> <ul style="list-style-type: none"> <li>Makes no connections between the data.</li> </ul>
Level 2	3–4	<b>Broad understanding</b> <ul style="list-style-type: none"> <li>Notices obvious similarities and differences. Recalls basic theories and concepts.</li> </ul>
Level 3	5–6	<b>Clear understanding</b> <ul style="list-style-type: none"> <li>Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods.</li> </ul>
Level 4	7–8	<b>Consistent application</b> <ul style="list-style-type: none"> <li>Displays a consistent awareness of connections across data. Supports with carefully selected theories, concepts and methods.</li> </ul>
Level 5	9–10	<b>Discriminating application</b> <ul style="list-style-type: none"> <li>Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data.</li> </ul>

## Section B: Language and Identity

### Indicative content

#### Question 2

##### Text D

This company presents itself as light hearted, but deeply concerned about environmental issues and 'passionate' about the quality of their products:

- the written text appearing on a bottle of cleaning fluid is quite close to spoken mode, mimicking aspects of informal conversation 'hello, we're method'
- identity as a cleaning company is reinforced with the field of cleaning - 'spray', 'wipe', 'elbow grease', 'soap scum'
- environmentally-friendly identity suggested by field of environmental science - 'biodegradable', 'non-toxic', 'environmental quality'. Also, through the phrases 'fight to make our planet a better place', 'without doing harm to...' . The inclusive use of 'Our planet' suggests they expect their readers/users to share a similar outlook and identity
- moral integrity and lofty intentions suggested by religious language - 'fight the good fight', 'passionate believers'. Tries to suggest a strong sense of 'mission' inviting the reader to join a 'campaign' to make the world a cleaner place
- a gender neutral identity created as although product stereotypically targets women, and some references ('spa' and 'rainbows') reinforce feminine stereotypes, other references 'power', 'fight', 'put the hurt on dirt', could have more masculine appeal
- relaxed informal tone created through the use of elision, 'we're', 'it's', with synthetic personalization in 'we'
- one function of the language is to sell the product to anyone picking it up in a store: a friendly identity is created with the direct address to the buyer/reader 'in your hand you hold' and non-lexical interjection – 'psst'; also, usual features of advertising with the playful use of language/memorable rhyme 'hurt the dirt' and slogans 'find another use for your elbow grease'
- another function is to endear the company to anyone who has already bought the product, and therefore are likely to already be sympathetic to the company's unconventional identity: unconventional capitalisation (capital letters for copyright items only) suggests rebellious attitude to social norms and the incorporation of poetic/surrealistic image 'smell like rainbows' suggests an expectation that audience would be comfortable with this 'spiritual' identity
- the message to the customer, 'we believe that anywhere you wear a towel should remind you of a spa', creates an image of luxury. The imperative 'find another use for your elbow grease' develops the message that life will become easier by using this product. This identity is foregrounded by the larger font size. The independent 'quirky' nature of the company is also reinforced by the use of a speech bubble spoken by a bath tub
- confident in their product: 'spray, wipe, stand back and admire'.

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

		AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3
Level	Mark	Descriptor (AO1, AO2, AO3)		
	0	No rewardable material		
<b>Level 1</b>	1–5	<b>Recalls information</b> <ul style="list-style-type: none"> <li>Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses.</li> <li>Uses a highly-descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data.</li> <li>Lists simple information about context.</li> </ul>		
<b>Level 2</b>	6–10	<b>Broad understanding</b> <ul style="list-style-type: none"> <li>Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.</li> <li>Has broad understanding of basic concepts and issues. Applies some of this understanding to the data.</li> <li>Describes contextual factors and language features. Application is undeveloped.</li> </ul>		
<b>Level 3</b>	11–15	<b>Clear understanding</b> <ul style="list-style-type: none"> <li>Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.</li> <li>Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way.</li> <li>Explains clear contextual factors and language features. Begins to link these to construction of meaning.</li> </ul>		
<b>Level 4</b>	16–20	<b>Consistent application</b> <ul style="list-style-type: none"> <li>Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions.</li> <li>Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data.</li> <li>Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.</li> </ul>		
<b>Level 5</b>	21–25	<b>Discriminating application</b> <ul style="list-style-type: none"> <li>Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.</li> <li>Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way.</li> <li>Evaluates contextual factors and language features. Discriminates when making links to construction of meaning.</li> </ul>		