UNIT 1: Exploring Language

MARK SCHEME

General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners:* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by **all**. Particular attention should be paid to the following instructions regarding marking.

- Make sure that you are familiar with the assessment objectives (**AO**s) that are relevant to the questions that you are marking, and the respective **weighting** of each AO. The advice on weighting appears at the start of each Section and also in the Assessment Grids at the end.

- Familiarise yourself with the questions, and each part of the marking guidelines.

- The mark-scheme offers two sources of marking guidance and support for each Section:

  - **'Notes' on the material which may be offered in candidates' responses**
  - **Assessment grid, offering band descriptors and weightings for each assessment objective.**

- Be positive in your approach: look for details to reward in the candidate's response rather than faults to penalise.

- As you read the candidate's response, annotate using details from the Assessment Grid/Notes/Overview as appropriate. Tick points you reward and indicate inaccuracy or irrelevance where it appears.

- Decide which band **best fits** the performance of the candidate **for each assessment objective** in response to the question set. Give a mark for each relevant assessment objective and then add each AO mark together to give a total mark for each question or part question.

- Explain your mark with an assessment of the quality of the response at the end of each answer. Your comments should indicate both the positive and negative points as appropriate.

- Use your professional judgement, in the light of decisions made at the marking conference, to fine-tune the mark you give.

- It is important that the **full range of marks** is used. Full marks should not be reserved for perfection. Similarly there is a need to use the marks at the lower end of the scale. No allowance can be given for incomplete answers other than what candidates actually achieve.

- Consistency in marking is of the highest importance. If you have to adjust after the initial sample of scripts has been returned to you, it is particularly important that you make the adjustment without losing your consistency.

- In the case of a rubric infringement, mark all the answers and then delete the lowest mark commensurate with the fulfilling of the rubric. **Please write "rubric infringement" on the front cover of the script.** At the end of the marking period send a list with full details of the rubric infringements to the WJEC GCE English Subject Officer: please explain clearly the nature of the difficulty and give centre and candidate number.

- If you wish to refer a script to the Principal Examiner for a second opinion, if, for example, poor handwriting makes fair assessment difficult, then write "Refer to P/E" on the front of the script. Send a note of the centre and candidate number to the WJEC GCE English Subject Officer at the end of the marking period.

- Please do not use personal abbreviations, as they can be misleading or puzzling to a second reader. You may, however, find the following symbols useful:

E	expression
I	irrelevance
e.g. ?	lack of an example
X	wrong
(✓)	possible
?	doubtful
R	repetition

The following guidelines contain an overview, notes, suggestions about possible approaches candidates may use in their response, and an assessment grid.

The mark scheme, however, should not be regarded as a checklist.

Candidates are free to choose any approach that can be supported by evidence, and they should be rewarded for all valid interpretations of the texts. Candidates can (and will most likely) discuss parts of the texts other than those mentioned in the mark scheme.

UNIT 1: EXPLORING LANGUAGE

Section A: Analysing language

	AO1	**AO3**	**AO4**
Section A	20 marks	15 marks	20 marks

General Notes

In making judgements, look carefully at the separate sheet with the marking grid, and at the Overview and Notes which follow. We may expect candidates to select some of the suggested approaches, but it is equally possible that they will select entirely different approaches. Look for and reward valid, well-supported ideas which demonstrate independent thinking.

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1. **Analyse and evaluate the language used in each of these texts to describe avalanches.**

    In your answer, you should consider:
    *   how the writers portray avalanches and the experience of being caught in one
    *   the purpose of each text and the ways in which the writers address their audiences
    *   the similarities and/or differences between the texts.　　　　　**(55 marks)**
    *

Overview

In their responses candidates will need to demonstrate that they can apply appropriate methods of language analysis, using terminology (AO1), evaluate how the contextual factors have shaped meaning (AO3) and make connections across all of the texts (AO4).

Aspects of language study candidates are likely to explore include, but are not limited to:

*   features of genre (audience; function; content)
*   tenor
*   the effect of language choices (e.g. subject specific language; the use of simple sentences for dramatic effect and advisory imperatives)
*   contextual factors (e.g. place of publication; form and structure)
*   connections between the texts

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Notes

The following notes address features of interest which may be explored, but it is important to reward all valid discussion.

Genre
- online news report; magazine article; Facebook post
- function: informative (Texts A and C); expressive (Text B); advisory (Text C)
- the importance of engaging the audience (to entertain; to warn)

Content
- Text A: sequence of rescue stories (descriptive, focusing on the dangers) with expert comment (assessing risk and giving advice)
- Text B: narrative account with backstory (creative, dramatising a personal experience with an emphasis on emotion and jeopardy)
- Text C: information (expertise/authoritative, but with personal engagement)

Register
- levels of formality e.g. direct speech from experts; jargon; passive voice (Text A); formal lexical choice (*ascending*, Text A; *traverse,* Text B; *magnify*, Text C); imperatives, one mitigated e.g. *please make* (Text C)
- levels of informality e.g. contractions (*We've,* Text C; *We'd*, Text B; *didn't*, Text A); abbreviations (*BC's* - shared knowledge, Text C); expletive (*where the hell* – direct speech, Text B); fronted conjunction (*But*, Text B
- sense of the spoken voice e.g. colloquialisms (repetition of the degree adverb *just*, Text B); collocations (*the number we never thought we'd dial*, *fallen into the trap* Text B); idioms (*in fact*, Text B; *In case you missed it*, Text C); repetition of the co-ordinating conjunction *and* (oral narrative, Text B)

Lexis and semantics
- emotive language: adjectives *lucky* (repeated), *appalling, extreme, safe* vs *not safe;* prepositional phrase *in pain*; nouns *death, rescue/rescuer, 999* (Text A); adjectives *safe* vs *gone/vanished, panic-struck;* nouns *fear, panic, 999* (Text B) – contrasted with the measured tone of Text C
- subject specific language (proper nouns – places; concrete nouns – *cornice, peak, avalanche terrain, terrain traps, buttress, gully*)
- abstract nouns: *hour, minute, attention, conditions* (Text B); *Warning, choices, consequences* (Text C)
- proper nouns: places e.g. *Snowden, Anglesey, Cwm Glas* (Text A); *Munros, Cairngorms, Cuillin Ridge* (Text B); *BC* (Text C); people e.g. *Phil Benbow, Mr Benbow* (member of the rescue team, Text A); *Mike, Chris* (familiar, Text B)
- dynamic verbs relevant to the action-based narratives (*swept, flew, fell*, Text A; *climbed, falling, rushed*, Text B)
- verbal nouns and present participles to communicate action (*riding, walking off, heading out,* Text B; *ascending, venturing, finding*, Text A)
- creative lexical choice indicative of a personal voice: Text B - verbs: *scrabbled, flailed, retch, panting*; figurative: *nightmare, riding a sea of avalanche debris, a mass of flowing blocks*; modifiers: *hill-going*; Text C – *ugly*

- modifiers:
  enumerators: *28-year-old, 3.560ft, 30* (Text A); *first, 20, dozen* (Text B)
- factual: <u>RAF</u> <u>Sea King</u> <u>rescue</u> helicopter, <u>ice</u> axe, <u>highest</u> peak (Text A); <u>snow</u> holes, <u>winter</u> routes (Text B); <u>Canadian</u> Avalanche Centre, *mountainous regions, <u>new</u> snow, <u>big</u> <u>avalanche</u> terrain* (Text C)
- dramatic: <u>lucky</u> escape, <u>huge</u> amount, <u>very poor</u> visibility, "<u>appalling</u>" <u>whiteout</u> conditions (Text A); <u>ugly weak</u> layer (Text C)
- predicative adjectives (emphatic position): *lucky to be alive, unconscious, cold but otherwise uninjured, very lucky* (Text A); *safe, complacent, panic-struck, so fast, so silent* (Text B)
- adverbs:
- dramatic e.g. *immediately, Suddenly, quickly, frantically, nearly* (Text B)
- degree e.g. <u>very</u> lucky (Text A); <u>just</u> got a glimpse, <u>only</u> a dozen metres (Text B)
- sentence adverbs e.g. *accordingly* – formal, linking to previous sentence; *luckily* – expressing opinion (Text A)
- speech: direct and reported – members of the rescue team/Phil Benbow (experts – formal and authoritative, Text A); direct - fellow climber (changes pace of narrative and dramatises the panic of the moment, Text B)

Form and structure
- headlines – dramatic to engage reader (Texts A and B)
- noun phrases are long, often with pre- and post-modification e.g. *members of the Llanberis and Aberglaslyn mountain rescue teams* (Text A); *the trap of just heading out because …* (Text B); *a Special Public Avalanche Warning for most of the BC's mountainous regions* (Text C)
- simple noun phrases are emotive e.g. *a crack, silence, the stats* (Text B)
- simple sentences change the pace and create tension e.g. *There was silence. … Chris and I were panic-struck* (Text B)
- marked themes – dramatic, making the reader wait for the main clause e.g. *In a second lucky escape …, In very poor visibility …* (Text A), *In seconds …* (Text B);conversational – *In case you missed it …* (Text C)
- initial position conjunction e.g. *But we had grown …* (self-judgement, Text B)
- patterning – emotive e.g. *no warning, no noise, no crack …, so fast, so silent …* (Text B); rhetorical - *had grown complacent, not paid enough attention … and fallen …* (self-judgement, Text B); instructive e.g. *Avoid … avoid … and stay away …* (Text C); slogan – *Know more. Go farther.* (advisory, Text C)
- parenthesis e.g. *who didn't have a map* (implicit criticism, Text A); *999, police, mountain rescue, emergency* (emotive, Text B)

Pragmatics
- Text A: use of quoted/quoting clauses to add authoritative voice and implicit warning; focus on rescue teams and drama of events to engage readers
- Text B: autobiographical – emphasis on reliving a particular experience for a wider audience; self-judgement
- Text C: social media used as a means of reaching a wide audience with an explicit advisory message (slogan, star-rating, 'likes', web address, dates, clear/authoritative attribution)

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Assessment Grid Unit 1: Section A

BAND	AO1 20 marks	AO3 15 marks	AO4 20 marks
5	**17-20 marks** • Intelligent methods of analysis • Confident use of terminology • Perceptive discussion of texts • Coherent and effective expression	**13-15 marks** • Confident analysis of contextual factors • Productive discussion of the construction of meaning • Intelligent evaluation	**17-20 marks** • Subtle connections established between texts • Perceptive overview • Effective use of linguistic knowledge
4	**13-16 marks** • Appropriate methods of analysis • Secure use of terminology • Thorough discussion of texts • Expression generally accurate and clear	**10-12 marks** • Secure analysis of contextual factors • Thorough discussion of the construction of meaning • Purposeful evaluation	**13-16 marks** • Purposeful connections between texts • Focused overview • Relevant use of linguistic knowledge
3	**9-12 marks** • Sensible methods of analysis • Generally sound use of terminology • Competent discussion of texts • Mostly accurate expression with some lapses	**7-9 marks** • Sensible analysis of contextual factors • Generally clear discussion of the construction of meaning • Relevant evaluation	**9-12 marks** • Sensible connections between texts • Competent overview • Generally sound use of linguistic knowledge
2	**5-8 marks** • Basic methods of analysis • Some accurate terminology • Uneven discussion of texts • Adequate expression, with some accuracy	**4-6 marks** • Some valid analysis of contextual factors • Simple discussion of the construction of meaning • Some attempt to evaluate	**5-8 marks** • Some basic connections between texts • Broad overview • Some valid use of linguistic knowledge
1	**1-4 marks** • Limited methods of analysis • Limited use of terminology • Some discussion of texts • Errors in expression and lapses in clarity	**1-3 marks** • Some awareness of context • Limited sense of how meaning is constructed • Limited evaluation	**1-4 marks** • Some links made between texts • Vague overview • Undeveloped use of linguistic knowledge with errors
0	**0 marks:** Response not credit worthy or not attempted		

Section B: Contemporary English

Mobile phone text messages

	AO2	AO3
Section B	15 marks	10 marks

General Notes

In making judgements, look carefully at the separate sheet with the marking grid, and at the Overview and Notes which follow. We may expect candidates to select some of the suggested approaches, but it is equally possible that they will select entirely different approaches. Look for and reward valid, well-supported ideas which demonstrate independent thinking.

> **2. Using your knowledge of contemporary English, analyse and evaluate the ways in which contextual factors affect how writers use language in mobile phone text messages.   (25 marks)**

Overview

In their responses candidates will need to demonstrate understanding of concept and issues relevant to language use in the twenty-first century (AO2) and be able to analyse and evaluate how the contextual factors have shaped meaning (AO3).

Aspects of language study candidates are likely to explore include, but are not limited to, are:
- colloquial features of mobile phone text messages
- discussion of mode (e.g. stylistic shift in written forms towards the spoken mode, mixed mode features)
- formality and informality (e.g. lexical and grammatical features)
- tenor
- influence of the occasion, audience and purpose
- contextual factors which shape meaning

Examples must be selected from the data provided, but will not necessarily cover all/any of the contexts listed below. In the best responses, however, a wider range of contexts will be addressed and there will be well-informed analysis of stylistic variation and the effect of contextual factors.

Notes
Responses may make some of the following points:

Medium:
- constraints imposed by the size of the screen (approximately 140-160 characters)
- 'pay-per-page' approach to pricing (less influential now with the prevalence of smart phones and usage plans including free unlimited texts)
- multi-tap keypad entry (improvements in predictive text and smart phones with touch screens and virtual keyboard have overcome this limitation i.e. users are now less likely to adopt the creative linguistic innovations designed to speed up the process of communication)
- elliptical – texts need to be quick and succinct in order to meet the demands of the medium/purpose (communication on the move) e.g. omission of subjects, primary verbs and determiners

Family (Texts, 2, 3, 6, 7):
- no linguistic judgements being made – distinctive personal styles emerge
- age difference/role of participants affects linguistic choices
- shared knowledge (Text 2)
- tendency for older participants to use traditional punctuation (Texts 2 and 3)
- inconsistent use of capitalisation (Text 1, first personal singular pronoun; Text 6, proper nouns and sentence case)
- use of punctuation to indicate tone i.e. texting is like a conversation with no prosodic or paralinguistic features to support communication (Text 7, smiley rebus; Text 6)
- few opening/closing tokens (except for the phatic communication in Text 3 where the parent aims to engage the child directly in an 'unsolicited' communication containing implicit directives)
- lack of final full stop to avoid negative meaning – reinforced by emoticon (Text 7)
- abbreviations – higher usage by younger participants e.g. clipping of shop name (Text 2) and title (Text 6, *prof*); deletions (Text 6, *abt*); traditional (Text 6, *appt*)
- initialisms (Text 6, *btw*)
- contractions - younger participant omits apostrophe (Text 3, *you're*; Text 6 *dont*)
- orthography linked to pronunciation (Text 6, *tho*, *gotta*)
- situation dependent (Text 7, deixis)
- lack of editing (Text 7, *your* – although often considered an acceptable alternative in textspeak)

Peer group (Texts 1, 5):
- equal status; same age group
- regional variation linked to code switching i.e. English to Welsh (Text 1, *dwt* – small in stature, a small child; *cwtch* – an affectionate hug; Text 5, *diolch* - thanks)
- abbreviations (Text 5, *u*)
- deletions (Text 5, *txt*)
- interjections: marking emotional response where orthography aims to replicate sound (Text 3, *Awwh*); marking an expression of gratitude (Text 5, *Diolch!*)
- rebus principle i.e. using existing symbols purely for their sounds regardless of their meaning to represent words (Text 5, *?4U*, *W@*)
- no sentence punctuation (except for question mark/exclamation mark) – line breaks mark the end of each simple sentence (Text 5)

Work (Text 4):
- colleagues; implicit difference in status between participants (e.g. modal verb to seek permission)
- situation dependent – text semantically linked to a previous communication (e.g. *Sounds good!*); elliptical, but not ambiguous to participants i.e. shared knowledge
- closer to formal written English than spoken – situation where use of standard forms is important e.g. orthography, punctuation
- subject specific language (*conference packs, tech guys*)
- passive voice (indicator of formality)
- phatic communication (politeness marker)

Advertising (Text 8):
- computer-generated; distributed to random phone numbers automatically
- no personal engagement
- situation dependent e.g. time adverbials
- standard orthography (except for deletion in *txt*)
- capitalisation for emphasis
- limited sentence punctuation (difficult to tell where sentences begin/end, but communication of meaning not adversely affected)
- lexical choices typical of genre - imperative verbs, emphatic modal verb to create a sense of urgency, use of enumerators, subject specific lexis (e.g. *SALE PRICES, offer*), persuasive adjective (e.g. *extra*)
- typical of promotional texts (spam) e.g. web address; phrasal verb *opt out*; contact number for stopping further texts

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Assessment Grid Unit 1: Section B

BAND	AO2 15 marks	AO3 10 marks
5	**13-15 marks** • Detailed critical understanding of concepts (e.g. medium, genre) • Perceptive discussion of issues (e.g. colloquialisation) • Confident and concise selection of textual support/other examples	**9-10 marks** • Confident analysis of a range of contextual factors • Productive discussion of the construction of meaning • Perceptive evaluation of effectiveness of communication
4	**10-12 marks** • Secure understanding of concepts (e.g. medium, genre) • Some intelligent discussion of issues (e.g. colloquialisation) • Consistent selection of apt textual support/other examples	**7-8 marks** • Effective analysis of contextual factors • Some insightful discussion of the construction of meaning • Purposeful evaluation of effectiveness of communication
3	**7-9 marks** • Sound understanding of concepts (e.g. medium, genre) • Sensible discussion of issues (e.g. colloquialisation) • Generally appropriate selection of textual support/other examples	**5-6 marks** • Sensible analysis of contextual factors • Generally clear discussion of the construction of meaning • Relevant evaluation of effectiveness of communication
2	**4-6 marks** • Some understanding of concepts (e.g. medium, genre) • Basic discussion of issues (e.g. the use of colloquial language) • Some points supported by textual references/other examples	**3-4 marks** • Some valid analysis of contextual factors • Undeveloped discussion of the construction of meaning • Inconsistent evaluation of effectiveness of communication
1	**1-3 marks** • A few simple points made about concepts (e.g. medium, genre) • Limited discussion of issues (e.g. the use of colloquial language) • Little use of textual support/other examples	**1-2 marks** • Some basic awareness of context • Little sense of how meaning is constructed • Limited evaluation of effectiveness of communication
0	**0 marks:** Response not credit worthy or not attempted	