

**International AS and A Level in English Language [2061]**

**READING**

**EXAM PAPER – 01**

**MARK SCHEME**

**General guidance for marking work**

* All work must be treated in the same manner, with the first and last candidates being marked in the same way.
* Marking should be positive, with candidates being rewarded for what they have shown they can do rather than penalised for omissions.
* All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should award zero marks if the candidate’s response cannot be measured according to the mark scheme.

**Section A Question 1**

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|  | **Source A** | **Source B** |
| **Mode**  **(Method of**  **Communication)** | Formal speech, possibly written in advance,  but with rhetorical features  associated with addressing a  present (and extensive)  audience | Descriptive prose directed to engage the attention of a single, distant reader as a part of an extensive audience |
| **Field**  **(Subject Matter)** | An accusation of deception on the part of the fuel industry by Neubauer | The measures being taken by the company to reduce its contribution to climate change |
| **Function**  **(Purpose)** | To persuade listeners to support Ms Neubauer’s call for action on climate change | To create a better impression of the company in the mind of the reader |
| **Audience**  **(Relationship between**  **writer/speaker and**  **reader/listener)** | Neubauer suggests a very personal relationship with her listeners; Neubauer intends to reach the listeners in the attending audience and the wider public | The text arguably seeks to establish a personal relationship with the reader where the reader is the recipient and beneficiary of promises. It shows an awareness of criticisms being levelled at the activities of the company. |
| **Discourse/**  **Pragmatics**  **(How context**  **shapes extended**  **texts and variation**  **in meaning)** | Neubauer’s angry language is shaped in part by the fact that she is directly addressing a friendly audience. We also see this in the use of unexplained acronyms. This encourages her criticisms to be more extreme and uncompromising. Because it is part of a speech, there is no formal closure. However, the speaker signals she is moving on. | The text is just a small part of a much larger work. Being more in the nature of a PR exercise, the information is presented in the first person plural with active sentences, emphasising what the company is doing or proposing to do. |
| **Graphology** | The text is presented in the form of extended paragraphs consisting of multiple sentences. This extensive use of paragraphing encourages an audience response to the points made. | The text is presented in the form of short paragraphs consisting of one or two sentences. Sentences are frequently linked to footnotes to qualify information. |
| **Grammar/Syntax**  **(The rules that**  **govern the**  **structure of**  **language/sentence**  **the relationships**  **between words in**  **sentences)** | Grammar conforms to formal Standard English.  Syntax often has a clear rhetorical function, employing features such as repetition: ‘fairy tales’; tripling: ‘They call it transition. They promise innovations. They speak of green growth’. | Grammar conforms to standard English and makes traditional use of the present tenses and future forms. The use of the present continuous emphasises actions already under way. Active structures are preferred over passive forms. |
| **Lexis/**  **Semantics**  **(Vocabulary and its**  **meaning)** | Emotive language is used to  convey the message, such as  dynamic and aggressive  verbs, nouns and compound nouns:  ‘mass extinction’ ‘fairy tales’,  use of repeated structures  and modal verbs to  indirectly address the  audience and generate  empathy. Large number of first person pronouns signal the personal perspective of Neubauer. ‘We’ and ‘our’ are used to signal that the speaker sees herself as one with the audience, and suggest a collective victimhood, while ‘they’ clearly identifies companies as opposition and other. | Arguably, the use of the first person plural (we) serves to suggest that the company are one with the reader. Phrases like “Shell supports the most ambitious goal of the Paris Agreement” and “We are also working with our customers as they make changes” suggest the company’s active participation. However, the use of “ambitious” also serves to hint at criticism of those goals. “Customers' emissions from the use of the energy we sell generates most emissions” serves to distance the company from responsibility for its product. There is a use of familiar environmental jargon (e.g. “net zero” “decarbonise”) |
| 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. Points made may include:   * Both texts are clearly linked by the issue of the environment. * Both convey concern about the future, what could be as opposed to what is. * Neubauer’s account makes extensive use of her personal characteristics and experience. Shell’s account is primarily a recitation of facts rather than expression of opinion. * In terms of conveying personal experience, Neubauer’s account is more graphic about responsibility and the effect on her personally. Shell’s account hopes the reader will approve and appreciate their actions. * The purpose of the texts is linked by persuasion (one explicit/forceful; the other   subtle).   * The different contexts in which the texts were produced and received:   Text A is a public speech delivered by an activist who has also become a celebrity. The speech is triggered by the perceived deception of fuel industry response to climate change.  Text B is more in the way of an answer to criticism by setting out steps being taken.   * There are differences in scale and tone afforded both by the writers/speakers that   produce them and the function of the texts themselves. | | |

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| Please refer to the general marking guidance when applying these marking guidelines. | | |
| Level 0 | 0 marks | **No relevant response** |
| Level 1 | 1-7 marks | **Basic and Descriptive**   * Knowledge of methods of language analysis is not clearly demonstrated. * Uses a limited range of terminology but with frequent errors and   technical lapses   * Only a limited knowledge of concepts and issues is demonstrated. * Adopts a narrative approach or paraphrases with little evidence of   applying understanding to the data   * Lists contextual factors and language features * Makes limited links between features and the construction of meaning in the texts * Makes no attempt to compare the texts |
| Level 2 | 8-14 marks | **Shows general understanding**   * Uses methods of language analysis that show general understanding * Ideas are generally organised and expressed with some clarity, though there may be errors in the use of terminology. * Summarises basic concepts and issues * Applies some of this understanding when discussing the texts * Describes construction of meaning in the texts * Evidence from the text and/or its context to support this description * Gives obvious connections, makes links between the texts and applies basic theories and concepts |
| Level 3 | 15-21 marks | **Clear and relevant application**   * Applies relevant methods of language analysis to texts with clear examples * Ideas are structured logically and expressed with only occasional lapses in clarity and transitioning. Use of terminology is clear. * Demonstrates clear understanding of relevant concepts and issues * There is a clear application of this understanding to the texts. * Explains construction of meaning in texts * Makes relevant links to contextual factors and language features to support this explanation |
| Level 4 | 22-28 marks | **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 texts * Makes inferences about the construction of meaning in   texts   * Examines relevant links to contextual factors and language features to support the analysis * Analyses connections between the texts, carefully selects and embeds use of theories, concepts and methods to draw conclusions about the texts |
| Level 5 | 29-35 marks | **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 texts * Evaluates construction of meaning in texts * Critically examines relevant links to contextual factors   and language features to support this evaluation   * Critically applies theories, concepts and methods to texts |

**Section B Question 2**

Indicative content

Features of candidates’ writing on this task may include but are not limited to:

* Application of conventions of a debate
* Awareness and possible involvement of a listening audience
* Development of roles and voices
* 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 appeal
* Adaptation of material from the Source Booklet through techniques such as direct quotation and factual and contextual detail

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| Please refer to the general marking guidance when applying these marking guidelines. | | |
| Level 0 | 0 marks | **No relevant response** |
| Level 1 | 1-3 marks | **Basic and Descriptive**   * The work exhibits frequent errors with little or no attempt to use the source material. * Shows limited understanding of requirements of audience and   function   * Presentation of the text is formulaic and predictable. |
| Level 2 | 4-6 marks | **Shows 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 marks | **Clear and relevant application**   * Writing is logically structured and generally easy to follow, with only occasional lapses in clarity. * Shows clear understanding of audience and function * Clear awareness of appropriate presentation of information, with some attempt at engagement and originality |
| Level 4 | 10-12 marks | **Discriminating controlled application**   * The work is structured effectively and consistently accurate. * There is a consistent application of understanding of audience and   function.   * Material is presented in an original and consistently engaging   manner. |
| Level 5 | 13-15 marks | **Critical and evaluative**   * The work is consistently controlled, confident and accurate throughout. * A discriminating understanding of audience and function is demonstrated. * Information has been presented in a positive and original manner. |