

GCE 2005

January Series



Mark Scheme

English Language B

ENB2

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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Unit ENB2: Language and Social Contexts

General Principles

This module requires candidates to demonstrate their understanding of the interconnection of specific features of language and their appropriate application to different social contexts. Examiners should first be aware of the relevant Assessment Objectives as described in the Specification. These are reproduced here for ease of reference, including the relevant unit weightings.

Assessment Objectives

This module requires candidates to:

- AO1 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent expression (5% AS)
- AO3i use key features of frameworks for the systematic study of spoken and written English (10% AS)
- AO4 understand, discuss and explore concepts and issues relating to language in use (10% AS)
- AO5i distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context (10% AS).

The Generic Numerical Mark Scheme and Indicative Content pages specify the criteria and indicators that will guide examiners in judging how satisfactorily candidates have achieved these different objectives.

General Guidance for Examiners

Ideas from Language Study

All questions will require candidates to refer to relevant ideas from language study. It is therefore important to remember that this term includes general linguistic theories and concepts, published empirical studies by professional researchers, the results of workshops and mini-investigative projects at Centres, and independent research by individual candidates. Relevance is the key factor here, not source.

The Mark Scheme Structure

The Generic Numerical Mark Scheme contains six broad bands representing differing levels of achievement. However, you should not equate any particular band with any particular grade. Grade boundaries are decided at the end of each Examination Series and are subject to fluctuation for a number of reasons.

As a general guide, each band may be summarised as indicating a particular quality of answer.

- 0-5** Answers that are likely to be brief and that fail to address the question or refer to the data in any relevant manner.
- 6-11** Answers that make occasional relevant observations but will more often not relate these clearly to the specific question. They may show more knowledge than relevance.
- 12-17** Answers that address the question and refer to the data but in which weaknesses will outweigh strengths.
- 18-23** Answers that show an even balance of strengths and weaknesses.
- 24-29** Very good answers that display some qualities of the highest band, but that are a little inconsistent. They will contain more strengths than weaknesses.
- 30-35** The best answers that can be expected of 17-year-old candidates under examination conditions.

Generic Numerical Mark Scheme: All Questions

Marks	Skills Descriptors	
0-5	AO1	Rudimentary observations about relationships between language and society in reference to prescribed topic area; frequent lapses in control of written expression and negligible use of terminology; highly descriptive.
	AO3i	Very limited attempt to apply frameworks, generally unreliable and unsystematic; observations on data confined to one or two references.
	AO4	Comment on a factor governing language use in data, though superficial or not fully understood; attempts discussion of concept of language in use in relation to data but with very limited success.
	AO5i	May refer to one or two factors influencing form, meaning and diversity in data; may refer simplistically to one or two contextual features of data.
6-11	AO1	Some general observations about relationships between language and society in reference to prescribed topic area; lapses in control of written expression and little appropriate use of terminology; often descriptive.
	AO3i	Limited attempt to apply frameworks, often unreliable and rarely systematic; observations on data confined to isolated references.
	AO4	Elementary comment on one or two factors governing language use in data, though rather superficial or not always fully understood; attempts discussion of concept of language in use in relation to data but with limited success.
	AO5i	Recognises one or two factors influencing form, meaning and diversity in data; identifies one or two contextual features of data.
12-17	AO1	Some observations, though not always accurate, about relationships between language and society in reference to prescribed topic area; generally accurate written expression and some appropriate use of terminology; sometimes only descriptive.
	AO3i	Some application of frameworks but not always reliable, systematic or successful; some valid observations on data, occasionally exemplified.
	AO4	Some awareness of a limited number of factors governing language use in data, occasionally developed; discusses concept of language in use in relation to data.
	AO5i	Recognises some factors influencing form, meaning and diversity in data; identifies some contextual features of data.

18-23	AO1	Generally accurate observations about relationships between language and society in reference to prescribed topic area; accurate and clear written expression and appropriate use of terminology.
	AO3i	Application of frameworks, but not consistently reliable or systematic; some valid and sensible observations on data, sometimes exemplified.
	AO4	Some understanding of a number of factors governing language use in data, sometimes developed; discusses concept of language in use in relation to data with some effectiveness.
	AO5i	Some awareness of factors influencing form, meaning and diversity in data; identifies and interprets a number of contextual features of data.
24-29	AO1	Generally clear and accurate observations about relationships between language and society in reference to prescribed topic area; controlled written expression and sound use of terminology.
	AO3i	Generally reliable and systematic application of frameworks; generally secure linguistic observations on data, often exemplified.
	AO4	Generally sound understanding of factors governing language use in data, often developed; often effective discussion of concept of language in use in relation to data.
	AO5i	Shows awareness of factors influencing form, meaning and diversity in data; generally clear description and interpretation of distinctive contextual features of data.
30-35	AO1	Clear and detailed observations about relationships between language and society in reference to prescribed topic area; sophisticated written expression and accurate use of terminology.
	AO3i	Reliable and systematic application of frameworks; informed linguistic observations on data, regularly and appropriately exemplified.
	AO4	Sound, sometimes perceptive, insight into several factors governing language use in data, tentatively explored and often developed; effective discussion of concept of language in use in relation to data.
	AO5i	Shows understanding of factors influencing form, meaning and diversity in data; clear description and thoughtful interpretation of distinctive contextual features of data.

Indicative Content

QUESTION 1: Language and Gender

This question provides six typical common expressions used by and about men and women. These should be familiar to candidates from classroom discussion and study, and many would be expected to offer further examples (e.g. ‘mouth like a fishwife’, ‘men’s talk’) as they reflected upon and discussed social attitudes to gender and talk. The focus of the response should be squarely on ideas from language study, clearly linked to the six examples or to unquestionably ‘similar expressions’, and supported by reference to appropriate frameworks.

Candidates would be expected to focus on speech rather than writing, and to that end their selection and discussion of ideas and research would reflect this. However, it could also be appropriate for candidates to explore the representation of gender in writing, though the focus should remain firmly on aspects directly related to the data or ‘similar expressions’ (e.g. fictional dialogue).

Lexis

Use of swearwords, blasphemies, taboo language, euphemisms & dysphemisms;
Use of marked and unmarked terms in different collocations or contexts;
Use of literal versus figurative language.

Semantics

Affective meaning: the positive and negative connotations of word choices.

Discourse

Differences in conversation construction in terms of topic choice, use of hedges, tag questions and any other features indicating perceived gender differences in speech (e.g. bluntness v. tentativeness).

Pragmatics

Meaning of the boxed expressions dependent on context, use by male or female, and shared linguistic and cultural knowledge.

Ideas from language study

Sapir-Whorf (or linguistic relativity) hypothesis and cognition;
The deficit, dominance and difference models as outlined by e.g. Lakoff, Spender, Fishman and Tannen;
Research on derogatory terms, e.g. Schulz, Hughes and De Klerk;
Gender stereotyping, genderlects, political correctness and social expectations;
Use of vernacular, hypercorrection, social accent and overt & covert prestige;
Communication accommodation theory and politeness;
Report of relevant research undertaken by candidate or Centre.

QUESTION 2: Language and Technology**Phonology**

Almost total absence of elision, e.g. ‘*you have*’ (ll. 7 & 16), ‘*you would*’ (l. 18) in interests of clarity for caller, with single exception of ‘*you’d*’ (l. 7);

Pauses predominantly engineered to simulate natural speech;

Emphasis given to selected key words in attempt to facilitate comprehension.

Lexis

Use of an undemanding and everyday vocabulary, appropriate for a wide audience;

Some use of jargon of telephoning, e.g. ‘*hash*’, ‘*keypad*’, and of cinema, e.g. ‘*Imax*’, ‘*BBFC*’.

Grammar

Use of declaratives to convey information, e.g. ‘*first . . . visit*’ (l. 4), ‘*and . . . choices*’ (l. 22);

Use of declaratives to confirm information, e.g. ‘*you . . . Preston*’ (l. 7);

Frequent use of imperatives to give clear instructions;

Syntactic parallelism apparent in clause structures, e.g. infinitive + NP + imp. verb;

Use of co-ordinated clauses, linked either by co-ordinator or by parataxis.

Pragmatics

Some use of mitigated imperatives, e.g. ‘*if you’d like*’ (l.7), ‘*please*’ (ll. 2, 9, 13, 26);

Pronominal address and politeness markers used to simulate personal interaction;

Caller may feel frustrated by not having regular opportunity to speak.

Discourse

Regular use of imperatives necessary to guide caller through menus;

Many imperatives unusually constructed with end focus on the command, e.g. ‘*to hear . . . press three*’ (l.15);

Explicit signposts provided to introduce following information, e.g. ll. 13, 22;

Construction of discourse from uncomplicated smaller units (phrases, clauses or sentences) capable of coherent recombination into cohesive patterns;

Construction of discourse in recognisable and predictable patterns to aid caller’s understanding;

Limitations on caller’s power to control content, contributions and direction of call;

Caller has a limited ability to interrupt recorded message by exercising options given.

Ideas from language study

Report of relevant research undertaken by candidate or Centre;

Reference to theories concerned with communication or the functions of language.

QUESTION 3: English Dialects of the British Isles**Phonology**

Regular pronunciation of consonant cluster in suffix ‘-ing’ as alveolar nasal /n/;

Elision indicated as aspect of accent, e.g. terminal: ‘an”, ‘wi”, ‘o”, ‘itsel”;

Deviant spelling indicates significant vowels of accent, e.g. ‘whit’s’, ‘wis’, ‘wrang’, ‘aff’, ‘oot’, ‘aboot’, ‘doon’;

Deviant spelling can act only as a crude approximation of some salient features of accent;

Some apparent inconsistency in use of deviant spelling to represent accent, e.g. ‘whit’s’ (frame 1), ‘what’ (frame 2), ‘whit’ (frame 5), & ‘what’s’ (frame 6).

Lexis

Use of regional forms, e.g. ‘aye’, ‘pech’, ‘ower’, ‘pepperies’, ‘ane’, ‘wifies’, ‘braw’, ‘blether’, ‘lum’;

Representation of vernacular speech with a simple and colloquial vocabulary.

Grammar

Non-standard personal pronouns: ‘wha’ (frame 6), ‘ye’ (frames 2 & 7);

Non-standard degree modifiers: ‘ower’ (frame 2), ‘aye’ (frame 5);

Non-standard negatives: ‘disna’ seem’, (frame 5), ‘no in pain’ (frame 6).

Pragmatics

Writer’s use of dialect gives local colour and authenticity to narrative;

Writer’s use of dialect invites stereotypically humorous response;

Cartoon strip allows Scottish readers to laugh at themselves good-naturedly;

Implication of dialect continuity through three generations of strip characters;

By deliberate choice of local dialect the writer legitimates its use.

Discourse

Ostensible authenticity of dialect conveyed through spelling, lexis and grammar;

Writer can presume on readers’ intertextual awareness in portrayal of local dialect;

Comic strip format intertextually foregrounds unserious and comic interpretation;

Readers will accept representation of dialect as genuine, interesting and valuable but above all comic and entertaining.

Ideas from language study

Concepts of language loyalty, social and national identity;

Literary purposes served by representation of dialect in fiction;

Report of relevant research undertaken by candidate or Centre.

QUESTION 4: Language and Power**Graphology**

Varied font style & size, black on white & vice versa, publications illustrated, logo, etc.

Lexis

Lexical field of business, e.g. ‘employees’, ‘VDUs’, ‘staff’, ‘workstation’, ‘display equipment’, ‘employers’, ‘risk assessments’;

Lexical field of law, e.g. ‘comply with’, ‘as amended by’, ‘Regulations’, and the statute titles;

Lexical field of health, e.g. ‘suffering’, ‘ill-health’, ‘upper limb disorders’, ‘RSI’, ‘backache’, ‘fatigue’, ‘stress’;

Use of jargon included within lexical fields, e.g. words or references underlined above;

Use of an educated & polysyllabic lexis, yet not over-demanding for target audience;

Use of lexis typical of advertisements, e.g. ‘Fortunately’, ‘easily’, ‘updated’, ‘easy’, ‘new’, ‘step-by-step’, ‘free’, ‘Available from . . . and all good booksellers’.

Semantics

Largely denotative meanings in lexis referring to business and law;

Connotations of a negative nature in various terms relating to ill-health;

Connotations of a positive nature as inducement to buy publications, e.g. ‘help’ (x 2), ‘protect’, ‘useful’, ‘well illustrated’, ‘practical guidance’, ‘guide’ (x 3).

Grammar

Use of mainly declarative (& indicative) sentences to ostensibly provide facts;

Use of passive voice: ‘are believed’, ‘be avoided’, ‘amended by’;

Use of modal auxiliary ‘can’ twice to convey respectively possibility & ability.

Pragmatics

Text promotes publications as extremely user-friendly;

Assumes that employers will be concerned for employees’ health;

Assumes that employers will be or wish to be aware of their legal obligations;

Text implies serious consequences of non-compliance with legislation;

Employers will accept the expertise and authority of this government institution.

Discourse

Use of register that is formal, authoritative, serious, impersonal and professional;

No pronominal address to reader, with just one reference to ‘your employees’;

Professional yet conventional advertisement in its graphological features and layout;

Construction of a text to affect audience positioned to subscribe to certain values.

Ideas from language study

Report of relevant research undertaken by candidate or Centre;

Reference to theories concerned with communication or the functions