



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme January 2003

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## GCE

### English Language B

### Unit ENB2

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## Unit 2: 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, 2½% A2).
- AO3I Use key features of frameworks for the systematic study of spoken and written English (10% AS, 5% A2).
- AO4 Understand, discuss and explore concepts and issues relating to language in use (10% AS, 5% A2).
- AO5i Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context (10% AS, 5% A2).

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

**General scheme**

| 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 scarcely any use of terminology.                                 |
|       | AO3i               | Very limited attempt to apply frameworks, generally unreliable and unsystematic; observations on data confined to one or two references.   |
|       | AO4                | Comments 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.                                   |
|       | AO3i               | Limited attempt to apply frameworks, generally 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                | Makes observations, not always accurately, and with limited detail on relationships between language and society in reference to prescribed topic area; generally accurate written expression and some appropriate use of terminology. |
|       | AO3i               | Attempts some application of frameworks but not always reliably, systematically or successfully; some valid observations on data.  |
|       | 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.  |

|       |      |   |
|-------|------|---|
| 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 evident, but not consistently reliable or systematic; some valid and sensible observations on data.   |
|       | 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  | Clear observations about relationships between language and society in reference to prescribed topic area; very controlled written expression and sound use of terminology                        |
|       | AO3i | Generally reliable and systematic application of frameworks; makes generally secure linguistic observations on data.  |
|       | 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; exemplary written expression and accurate use of terminology.             |
|       | AO3i | Reliable and systematic application of frameworks; makes informed linguistic observations on data.  |
|       | AO4  | Sound, sometimes perceptive, insight into many factors governing language use in data, appropriately 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 Occupational Groups****Lexis**

Use of specialist terms, formulaic phrases and political euphemisms;  
Use of a largely educated and fairly elevated vocabulary;  
Use of circumlocution and deliberately vague phrasing (PM).

**Semantics**

Positive and dynamic attitude conveyed through choices of verb, adverb and adjective (PM).

**Phonology**

Deliberate use of emphasis for rhetorical effect;  
Absence of elision indicating formality of context;  
Pauses indicating careful and self-conscious construction of meaning;  
Pauses and repetition indicating speakers' attempts to be clearly heard.

**Grammar**

Consistent use of Standard English;  
Use of modal auxiliaries to express ability, insistence, intention, & certainty;  
Fluctuation in first person pronominal reference: sing./plur. (PM);  
Occasional use of passive voice (Extract 1).

**Pragmatics**

Formulaic use of language by speakers to engage in traditional ritualised interaction;  
Use of interrogative forms to embed presupposition and imply acceptable responses;  
Qualified phrasing and selection of facts (PM) that avoid a direct answer (Extracts 1 & 2).

**Discourse**

Contextual convention of asking/answering questions through Mr Speaker in third person;  
Cohesion within and between each turn through lexical and grammatical choices;  
Use of a register that is largely stylised, polite, serious, matter-of-fact and professional;  
Evidence of an occasionally more colloquial or humorous register;  
In context a type of political discourse demonstrating delight in verbal duelling;  
Use of a register that displays, maintains and reinforces occupational status in society.

**Ideas from language study**

Report of relevant research undertaken by candidate or Centre;  
Reference to politeness theory (e.g. Brown & Levinson);  
Reference to theories concerned with communication or the functions of language.

**Question 2: English Dialects of the British Isles****Phonology**

Patterns of elision indicating features of accent (e.g. frequent omission of phonemes: initial /h/ and eth, terminal /d/; omission of initial syllable 'be' in: 'twin, 'cos, 'fore);  
Pronunciation of final consonant in suffix '-ing' as alveolar nasal;  
Intrusive /r/ in phrases: *get t'r 'em, get t'r all on 'em*;  
Lengthening of initial vowel in first syllable of some words (but inconsistently);  
Deviant spelling in transcript only a crude approximation of some salient features;  
Marked local differences between urban and rural pronunciation.

**Lexis**

Use by speaker of a generally simple and colloquial vocabulary;  
Use of regional phrases (e.g. *at that time o' day, an' all*).

**Grammar**

Non-standard use of prepositions, e.g. *at nineteen ten, with a tram ride*;  
Use of multiple negative: *didn't 'ave art masters or nothin'*;  
Non-standard use of determiners, e.g. *them country people, in them days*;  
Non-standard relative pronoun: *what used to*;  
Lack of agreement between verb and noun, e.g. *they & life* (Extract 1 – line 9).

**Pragmatics**

Deliberate use of regional dialect by speaker to demonstrate its particular features.

**Discourse**

Local topics in anecdotal structure typically associated with non-standard (vernacular) English;  
Construction by speaker of monologue but with discourse markers implying listeners;  
Narrative assumes audience shares general topographical awareness but not detailed knowledge of topics.

**Research**

Report of relevant research undertaken by candidate or Centre;  
Relevant theory of oral narrative structure (e.g. Labov).

**Question 3: Language and Gender****Graphology**

Use of layout associated with advertising a book (back cover blurb) rather than a job;  
Simulation of book back cover (e.g. pink colour, barcode, worn appearance, price).

**Lexis**

Use of a wide ranging but not uncommon choice of vocabulary;  
Reference to related semantic fields of children and the family;  
Use of hyperbole and clichés;  
Use of colloquial vocabulary (e.g. *tykes*, *bloody*, *'squished'*).

**Semantics**

Emotive and sentimental meanings associated with description of children visiting inmates;  
Connotations of positive nature associated with specific desirable personal qualities;  
Connotations of excitement, care and compassion in lexical choices;  
Promotion of positive and understanding relationship between prison officer and prisoner.

**Grammar**

Use of first person (sing./plur.) and third person to convey different points of view;  
Variety of SE associated with less formal printed material, incorporating aspects of speech;  
Syntactic parallelism used as a rhetorical and cohesive feature.

**Pragmatics**

The extent to which gender stereotyping is present in the data;  
Unusual construction of advertisement (sub-genre mixing) will attract female target audience;  
The female reader will empathise with the emotionally complex role portrayed in the data;  
The job is emotionally demanding but also emotionally rewarding;  
The potential applicant will recognise that her female sensitivity is a crucial requirement.

**Discourse**

Intertextual reference to conventions of book cover blurbs (e.g. reviewer's quote, book extract);  
Cohesion established through repeated lexical and grammatical choices;  
Use of a register that is by turns personal and emotional, serious and professional;  
Construction of a text to affect a target audience positioned to subscribe to certain values.

**Ideas from language study**

Report of relevant research undertaken by candidate or Centre;  
Relevant theory or research on gender stereotyping and social expectations;  
Reference to theories concerned with communication or the functions of language.

**Question 4: Language and Power****Phonology**

Pauses and fillers indicating typical disfluency of spontaneously constructed meaning;  
Elision by both speakers indicates some degree of informality in situation;  
Questioning intonation pattern used by doctor (ll. 16-17, 19, 22).

**Lexis**

Use of an undemanding and everyday vocabulary by both speakers;  
General avoidance of specialist medical jargon (apart from *membrane*) by doctor.

**Semantics**

Emphasis on denotational meanings in description and discussion of medical condition;  
Affective meanings of a positive and reassuring nature by doctor;  
Affective meanings of a negative and non-accepting nature by mother.

**Pragmatics**

Use of questions and simple medical explanations by doctor to control topic;  
Interruptions by doctor (ll. 6 & 10) to maintain his view of situation;  
Mother's interruption (l. 25) ignored by doctor;  
Mother interrupts doctor (ll. 25 & 28) to assert her view;  
Responses (ll. 3, 5, 9, 14, 25, 28) indicate dissatisfaction with doctor's information;  
Mother requires more information before she can trust doctor's assessment;  
Absence of terms of address that might display relative social status.

**Discourse**

Convergence by doctor to a register understandable by mother;  
Use of register by doctor that is also authoritative and professional;  
Shifts by doctor from reference to particular baby to more generalised reference;  
Mother tries to pursue problem while doctor provides information on healing;  
Construction of a text by doctor assuming mother will accept his pronouncements.

**Ideas from language study**

Report of relevant research undertaken by candidate or Centre;  
Reference to Communication Accommodation Theory (Giles);  
Reference (with exemplification from data) to Grice, speech act theory, etc.;  
Reference to theories concerned with communication or the functions of language