Mark scheme
June 2003

GCE

English Language B

Unit ENB2

Unit ENB2: Language and Social Contexts

General Principals

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 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.

AQA

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 Occupational Groups

Lexis

Use of medical terms insofar as they are necessary for advice and explanation;
Use of some general non-specialist medical terms, e.g. *'sore throats'*, *'flu'*, *'common cold'*;
Mixture of common core vocabulary with occasional lexis from slightly higher register, e.g. *'whatsoever'*, *'persistent'*;
Choice of clear precise vocabulary and avoidance generally of vague language.

Semantics

Emphasis on denotational meanings through referential lexis;
Occasional expressive meaning that indicates professional caring, e.g. *'bothers me'* (l.18);

Phonology

Elision indicating some degree of informality in context;
Use of emphasis in *'bac<u>te</u>rial'* (l.16) to point up contrast with *'viral'*;
Questioning intonation pattern (ll.21 & 23).

Grammar

Consistent use of spoken Standard English by doctor;
Use of mainly declarative utterances to convey advice and information;
Occasional use of interrogatives (one explicit, two elliptical).

Pragmatics

Regular backchannelling (ll.2-11) to encourage, reassure and show understanding;
Markers of sympathetic circularity (*'you know'*, *'of course'*) to reinforce shared involvement;
Use of *'Jackie'* (ll.14 & 18) for personal address to establish caring relationship;
Use of *'we'* (l.15) to refer primarily to caller and viewers;
Agreement voiced for opinion of fellow professional (ll.14-15).

Discourse

Mediation of medical advice and explanation through non-threatening medical lexis;
Doctor's awareness that his role must serve needs of a dual audience;
Medical consultation frame modified for viewing audience (e.g. explanation ll.25-34);
Use of explanation, example and repetition to clarify communication of information;
Use of a register that is polite and friendly; serious and professional;
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 Communication Accommodation Theory (Giles);
Reference to frames and schemas (Goffman, Bateson, Tannen, etc.);
Reference to theories concerned with communication or the functions of language.

QUESTION 2: English Dialects of the British Isles

Phonology

Regular realisation of definite article by *'t''*;
Elision indicated as aspect of accent, e.g. *'o''* (ll.15, 19, 29), *'an'* (l.9);
Pronunciation of consonant cluster in suffix '*-ing*' as alveolar nasal (ll.2, 23);
Variation in representation of accent, e.g. *'visitin''* & *'expecting'*, *''Tis'* & *'It's'*;
Deviant spelling indicates significant vowels of accent, e.g. *'scoil'*, *'ageean'*, *'gret'*;
Deviant spelling can act only as a crude approximation of some salient features of accent.

Lexis

Use of regional forms, e.g. *'nowt'*, *'nay'*, *'lad'*, *'Anyroad'*;
Use of regional idioms, e.g. *'tha knaws'*, *'Well I nivver did'*;
Use by character of a generally simple and colloquial vocabulary.

Grammar

Non-standard use of determiner *'Them'* (l.15);
Non-standard use of relative pronoun *'what'* (l.15);
Non-standard multiple negative *'nivver . . . neither'* (l.21);
Non-standard agreement between verb and noun phrase, e.g. *'What's tha''*, *'tha' wants'*, *'shepherd were'*;
Non-standard pronouns *'tha'* & *'thee'* and determiner *'thy'* & *'thee'*;
Syntax associated with spoken English, e.g. repetition (l.17), ellipsis (ll.13, 22, 27,).

Pragmatics

Writer's use of regional dialect authenticates event in narrative;
Writer's use of rural dialect invites stereotypical attitudinal response.

Discourse

Writer presumes on reader's intertextual awareness of character portrayal in fiction;
Reader will recognise stereotypical rustic character and respond accordingly;
Rural dialect foregrounds stereotypically playful, pseudo-philosophical, anecdotal and ultimately comic aspects of character;
Comic effect of character's dialogue enhanced by accompanying description (in Standard English) and relative absence of narrator's dialogue.

Ideas from Language study

Report of relevant research undertaken by candidate or Centre;
Literary purposes served by representation of dialect in fictional dialogue.

QUESTION 3: Language and Gender

Graphology

Use of colour: e.g. silver/grey, predominantly shades of blue, and general avoidance of stereotypically female pink;
Use of 'Barbie' logo, stylised initial *'F'*, ornate cursive font for model names, etc.;
General avoidance of common devices in toy ads, e.g. speech bubbles, random colour changes and lexical emboldening, multiple exclamation marks.

Lexis

Reference to semantic field of female dress, e.g. *'gown'*, *'bodice'*, *'train'*, *'boa'*;
Reference to semantic field of dress material, e.g. *'ribbons'*, *'lace'*;
Use of terms from French, e.g. *'appliqué'*, *'tulle'*, *'marabou'*, *'faux'*, *'ensemble'*, *'lamé'*;
Use of fashion clichés, e.g. *'inspired by'*, *'charming ensemble'*, and jargon, e.g. *'featuring'*, *'accented with'*.

Semantics

Connotations of class and sophistication in colour shades and font styles;
Connotations of sophisticated adult style in use of French terms from language of fashion;
Idealised and romanticised impressions conveyed through choice of premodifiers (e.g. *'sumptuous'*, *'shimmering'*, *'fabulous'*) and verbs (e.g. *'cascades'*).

Grammar

Variety of SE incorporating aspects of stylised scripted speech in fashion context, e.g. *'Make way for'*, and the use of non-finite clauses to begin sentences (e.g. *Rapunzel Barbie*);
Extensive premodification within noun phrases.

Pragmatics

The reader will accept or identify with the sentimentalised child's view promoted in the data;
Sex of likely recipients is unmentioned, but cultural awareness of suitability is relied upon;
The dolls represent topics, interests and aspirations of great importance to young females.

Discourse

Allusion to catwalk modelling in description of each doll's outfit;
Similarity in content, sequence and structure of sections describing the four dolls;
Cohesion established through repeated lexical and grammatical choices;
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

Graphology

Adherence to norms of professional appearance: font type/style, layout, logo, title, etc;
Clear use of headings, capitalisation, bullet points, lists, white space, etc.;
Use of graphological devices to reveal components of lengthy sentence structure;
Use of pink to make text seem less intimidating and more inviting.

Lexis

Use of a relatively undemanding lexis indicating a basic level of education for readers;
Deliberate use of legal terms in interests of clarity, e.g. *'juror'*, *'summons'*, *'bail'*;
Semantic field of criminal proceedings, e.g. *'fine'*, *'imprisonment'*, *'sentence'*, *'detention'*.

Grammar

Regular second person address to refer to reader;
Use of predominantly declarative sentences to provide information and instruction;
Clauses frequently include negative operator;
Use of occasional imperatives, some mitigated by *'please'*;
Use of frequent recursion and embedding in sentence structure;
Repetition of noun phrases and absence of ellipsis in interests of unambiguous reference;
Use of conditional clauses to provide clear alternatives;
Use of agentless passive voice;
Use of modal auxiliaries to convey obligation, permission, certainty and possibility;
Variety of SE associated with printed material of a formal or bureaucratic nature.

Semantics

Negative connotations in lexical and grammatical choices serve to intimidate reader.

Pragmatics

The reader will accept the categorisation of citizens outlined in the text;
The reader as a responsible law-abiding citizen will wish to participate in the legal process;
The reader will accept the responsibilities and duties appropriate to the role of juror.

Discourse

Intertextual structural similarities with phrasing of legal statutes, forms, etc.;
Transparent textual cohesion symbolises an organised and powerful judiciary;
Use of register that is authoritative, serious, professional and formal;
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;
Reference to theories concerned with communication or the functions of language.