



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

English Language B

Unit ENB2

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Unit 2: 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)
- 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 that follow 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 the 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 the 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 some relevant observations but will more often not relate these clearly to the specific question. They will show more knowledge than relevance
- 12-17** Answers that address the question and refer to the data but in which weakness 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.

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.

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 general legal terms, e.g. *'judge'*, *'sentence'*, *'defendant'*, *'magistrates'*;
Use of more specialist legal terms, e.g. *'counsel'*, *'order'*, *'review'*, *'committed'*, *'Crown Court'*, *'breach'*;
Use of formulaic legal phrases, e.g. *'make submissions'*, *'pursuant to'*;
Use of conventional legal abbreviations, e.g. *'R v'*, *'(CA)'*, *'EWCA'*;
Use of educated, sophisticated and Latinate lexis, e.g. *'minded to'*, *'commensurate with'*, *'comply with'*, *'confer'*;
Choice of clear precise vocabulary and avoidance of vague language.

Graphology

Standard columnar appearance (18 & 16 lines in two block paragraphs) befitting professional publication;
Standard plain font, with occasional italicisation for specific references;
Conventionalised contractions, e.g. *'Crim'*, *'para'*, *'Sch'*.

Grammar

Use of Standard English, but with occasional verbless compression at paragraph openings;
Declarative utterances to convey specialist information (lacking modality in para 2);
Use of modal auxiliaries in para 1, e.g. *'should'* to indicate obligation and necessity;
Variety and complexity of sentence structure, e.g. compound, complex, multiclausal, embedding;
Frequent use of passive voice;
Absence of ellipsis and consequent explicit repetition of reference to persons, concepts and actions through e.g. noun phrases, dependent clauses.

Semantics

Emphasis on denotative meanings of specialist nature through referential lexis.

Discourse

Use of formulaic paragraph structure to provide initial legal reference, followed by succinct explanation of pertinent facts with definitive legal interpretation;
Use of a professional register that is impersonal, serious, authoritative, stylised and highly formal (frozen);
Highly conventionalised variety of English presumes on readers' occupational expertise;
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 theories concerned with communication or the functions of language.

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

Regular realisation of definite article by *'th'*;

Elision indicated as aspect of accent, e.g. central: *'o'er'*, *'e'er'*, *'clooas'*, terminal: *'o'*, *'i'*;

Frequent pronunciation of consonant cluster in suffix *'-ing'* as alveolar nasal /n/;

Deviant spelling indicates significant vowels of accent, e.g. *'neet'*, *'deawn'*, *'postmon'*, *'deeut'*, *'yo'*, *'weal'*, *'sich'*, *'goo'*;

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

Lexis

Use of regional forms, e.g. *'wenches'*, *'Nay'*, *'dollyin''*, *'lass'*, *'afore'*;

Use of regional idioms, e.g. *'gean o'er'*, *'eight wick since'*, *'Get off wi' thi bother'*;

Representation of direct speech with a generally simple and colloquial vocabulary.

Grammar

Non-standard preterites, e.g. *'seed'*, *'gean'*, *'knowed'*;

Non-standard adjective *'wakken'*;

Non-standard pronouns *'hoo'* & *'Theau'* and determiner *'thi'*.

Pragmatics

Deliberate choice of non-standard dialogue confers prestige on local dialect;

Writer's use of regional dialect authenticates events in narrative;

Use of dialect indicates writer's sense of pride and local identity;

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

Discourse

Juxtaposition of Standard English with regional variety foregrounds latter;

Fictional device of remembered dialogue avoids normal features of spontaneous speech, e.g. false starts, repetition, pauses;

Cohesion and authenticity of dialect conveyed through regular phonological, lexical and grammatical features;

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

Reader will accept representation of dialect as genuine, interesting, valuable and entertaining.

Ideas from Language study

Report of relevant research undertaken by candidate or Centre;

Deficit model in education studies;

Structure of oral narratives (e.g. Labov);

Literary purposes served by representation of dialect in fictional dialogue.

QUESTION 3: Language and Gender**Phonology**

Use of emphasis to foreground words considered significant by speakers (GG & AC);
Typical features of spontaneous speech: elision used by all speakers, fillers by AC & AL.

Lexis

Use by GG of slang ('tizzy') and clichés, e.g. 'vile aspersions', 'cried shock horror';
Use of colloquialisms, e.g. 'slanging matches', 'lots' (GG), 'you haven't lived' (AC);
Use of a literate and polysyllabic lexis by all speakers.

Grammar

Use of first person plural pronoun (x 4) by GG during first turn to refer to female panel;
Use of third person plural pronoun to refer to men (GG, AC, AL) and women (AL);
Use of second person pronoun to refer to women (AC);
Adversative connective 'but' used by AL & AC to begin turn.

Semantics

Negative connotations associated with men in e.g. 'tizzy', 'lie', 'lying' (GG), 'lies', 'childish little boys', 'poor things' (AL);
Positive connotations associated with men in e.g. 'enhance the esteem', 'courtship ritual', 'flatter', 'please' (AC).

Pragmatics

Use of sardonic comments to ridicule men (GG), e.g. 'face the harpies', 'our vile aspersions';
GG as Chair is clearly not impartial, e.g. review of previous programmes, leading question;
Use of interruptions (AC) in attempt to take turn;
Completion of utterance (AL) indicates resistance to AC's interruptions;
Hedging and qualification, e.g. 'almost' (GG), 'I should imagine', 'may not be', 'a kind of' (AC), 'most of', 'to a certain extent' (AL).

Discourse

Participants are playing role of provocative and humorous commentators on gender issues;
Relative distancing of assertions by second or third person pronoun reference;
Deliberate shifts in register by GG during opening turn;
Construction of a text that is alternately confrontational and co-operative;
Construction of a text to provoke and entertain a culturally informed viewing audience.

Ideas from language study

Report of relevant research undertaken by candidate or Centre;
Relevant theory or research on gender stereotyping and social expectations;
Relevant theory or research on competition v. co-operation, dominance & difference models.

QUESTION 4: Language and Power**Phonology**

Deliberate and regular use by T of emphasis and pauses to advance lesson;
Use by T of questioning intonation pattern.

Lexis

Use by T of a simple, everyday and largely monosyllabic vocabulary;
Use of simple basic subject-specific lexis, indicating T's awareness of pupils' knowledge.

Grammar

Use of first person plural pronoun (x 3) by T during first turn;
Varied use by T of declarative, interrogative, imperative and exclamative utterances;
Utterance construction by T relatively uncomplicated in terms of number of clauses;
Ellipsis occurs frequently as typical of speech, e.g. verbless utterances, absence of relative pronoun.

Pragmatics

The pupils will adopt their perceived role in context and behave accordingly;
The pupils will accept T's role as an informed facilitator of knowledge;
Use of utterances by T to inform, recap, check, prompt, evaluate, encourage, etc.;
Use of language by T to develop teacher-pupil relationship.

Discourse

Use of language by T to develop a highly interactive and collaborative exploration;
Use by T of strategies to control discourse, e.g. questions, reformulation, repetition, choice of longer utterances, management of turn-taking, topic maintenance and switching;
Address by T to class as group (*'people'*) and also to several nominated pupils;
Use of register that is authoritative yet colloquial, personal and informal;
T reliant on the instrumental power associated with educational institutions but also on the influential power associated with a more personal relationship.

Ideas from language study

Report of relevant research undertaken by candidate or Centre;
Reference to Exchange theory, e.g. Sinclair & Coulthard, Stubbs;
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.