GCE 2004
June Series

AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark Scheme

English Language B
Unit ENB1

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.

Unit ENB1: Introduction to the Study of Language

General Principles

Module 1 forms the basis for all future study in that candidates' understanding of and ability to apply the systematic frameworks to a variety of short texts is a key feature.
They will be asked to apply this knowledge and understanding in two ways.

- By grouping together a number of short texts, explaining the reasons for the groupings and some of the issues associated with them.
- By a stylistic analysis of both spoken and written texts.

Candidates will also need to understand the importance of audience, purpose, form and content in a writer's or speaker's language choices and the ways a text might be received.

Assessment Objectives

Examiners should first be aware of the Assessment Objectives being tested in ENB1 and their relevant weightings. These are reproduced here.

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.
(10% AS, 5% A2)

AO3i   use key features of frameworks for the systematic study of spoken and written English.
(10% AS, %% A2)

AO4   understand, discuss and explore concepts and issues relating to language in use.
(5% AS, 21/2% A2)

AO5i   distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.
(10% AS, 5% A2)

Guidance on Task 1:   Categorising and Grouping

The following guidance complements the published mark scheme and seeks to make that general scheme easier to apply to candidate answers to Unit 1.

Advice to Examiners

1. Be aware of time constraints of the task and their effect on student achievement: candidates have only forty-five minutes in which to familiarise themselves with the data, develop and apply language study based provisional categories and give reasons for their decisions. Teachers and examiners doing the task have found it demanding.
2. Mark positively seeking to credit the relevant knowledge, understanding and quality of explanation in a variety of student approaches.
3. Work on a best match principle. An answer may show features from different mark bands but there will be a balance of achievement indicating the mark band to choose.

Key words for task:

- Discuss various ways in which these texts can be grouped
- Give reasons for your choices

Indicative Content

Indicative Content about Texts indicates some of those features of the selected texts which are likely to lead to informed language comment. The list is not comprehensive and the items will be amended and developed in the course of the standardisation meeting.

- Knowledge of different ways of classifying texts, e.g., form/content; modes/functions; spoken/written; genres; discourses.
- Recognition of similarities and connections across different categories.
- Understanding of the range of language diversity and of its significance for understanding the nature of human communication.
- The kinds of language features candidates are expected to observe and comment on are exemplified below with an indication of the framework they would need to understand the significance of these features.

Unit 1 Marking Scheme

Task 1

Out of 35	Skills Descriptors	Contents Descriptors
0-5	AO1 Rudimentary observations on lexis, grammar and phonology; rudimentary categories; inadequate expression; minimal use of terminology-frequently misunderstood. AO3i Limited knowledge of one or two frameworks; unreliable and unsystematic; minimal observations on texts and data. AO4 Attempts to comment on factors governing language in selected texts. AO5i Attempts a comment on one or two factors influencing form, meaning and diversity in selected texts; identifies a contextual feature of selected texts.	**Answers in this range will not demonstrate effective language study method and may fail to respond to keyword prompts.** AO1 Weak expression including inaccuracies that impede comprehension. Little sense of relevant focus. AO3 Mentions one or two language features without development showing understanding beyond that which could be expected at GCSE; general comments and implied deficit models. AO4 Mentions one or two ideas from language study without development showing understanding. AO5 A very little contextual awareness: impressionistic generalised claims.
6-11	AO1 Some general observations; some basic categories; faulty expression, limited use of terminology and, sometimes, misunderstood. AO3i Limited attempt at application of frameworks, in general not reliable and rarely systematic; observations on text confined to isolated references. AO4 Elementary comment on one or two factors governing language use in selected texts, though not always fully understood. AO5i Recognises one or two factors influencing form, meaning and diversity in selected texts; identifies one or two contextual features of selected texts.	**Answers at this level will usually respond but with limited explanation and reference to the texts.** AO1 Groupings may show a rudimentary level of language awareness: descriptions such as formal and informal, speech and writing may be noted but with little discussion. Coverage of the variety of the data may be limited to four texts. Reasons for groups will be outlined sketchily rather than explained and may show oversimplification and some speculation. AO3 Knowledge of some more accessible language frameworks: lexis and layout. AO4 Knowledge of some language terms and concepts learned during the course (non-fluency features, dialect). Some awareness of features of spoken language and/or interaction and language concepts. AO5 Awareness of contextual factors mainly based on everyday awareness.

	Skills Descriptors	**Contents Descriptors**
12-17		**A basic response to the main demands of the task but with some oversimplification and omission. Sound sequential surveys are likely to fall into this band.**
		There may be evidence of more assured knowledge and understanding emerging but this may be patchy and inconsistent.
	AO1 Makes observations, not always accurately, about language features and groupings with limited detail; accuracy falters, limited use of terminology.	AO1 Manages some support by limited references to texts and explanation but this may be sparse.
	AO3i Attempts some application of frameworks but not always successfully, reliably or systematically; some valid observations on texts and data.	AO3 Approach to describing language mainly focused on lexis and layout.
	AO4 Some informed awareness of a limited number of factors governing language use in selected texts.	AO4 Groupings show an awareness of more accessible language study ideas and there is some discussion and explanation though this may be patchy. Some awareness of accessible features of spoken language (normal non fluency).
	AO5i Able to recognise some features influencing form, meaning and diversity in selected texts; identifies some contextual features.	AO5 Awareness of contextual factors shows some understanding beyond everyday awareness.
18-23		**Answers at this level will usually meet the demands of the task with a clear structure and competent method. Beginning to explore some of the complexities.**
		There will be some comparison of at least five texts with a range of possible groupings.
	AO1 Generally accurate observations about language features and appropriate groupings; generally accurate expression, some use of appropriate terminology.	AO1 Ideas will be explained clearly with references to the texts. Expression will be generally accurate.
	AO3i Application of frameworks in evidence but some lapses in its reliability and lacking in systematic treatment; some valid/sensible observations on texts and data.	AO3 Systematic approach to describing language that goes beyond lexis and layout.
	AO4 Some understanding of a number of factors governing language used in selected texts.	AO4 Use of language terms and concepts in comments on groupings will be generally competent and insightful: aware of cross boundary texts.
	AO5i Some awareness of contextual factors influencing form, meaning and diversity in selected texts; identifies and interprets a range of contextual features of selected texts.	AO5 There will be a demonstrated awareness of the link between context and register. Starts to engage with some of the subtleties (e.g. cross boundary texts, multiple purposes and audiences).

	Skills Descriptors	Contents Descriptors
24-29	AO1 Clear observations about lexis, grammar and phonology etc; accurate expression with appropriate terminology. AO3i Generally reliable and systematic application of frameworks to group and investigates texts; makes generally secure observations on texts and data. AO4 Sound understanding of factors governing language used in texts. AO5i Shows awareness of factors influencing form, meaning, diversity in selected texts; generally clear description and interpretation of distinctive features of selected texts.	**Clear structure that responds with a linguistically informed method and a good sense of some of the complexities of the texts and groupings.** AO1 The categorisations chosen and the reasons given for grouping will show a sound understanding of language study principles including terms, concepts and subtle awareness (e.g. the differences within the same groupings). AO3 Pragmatic and grammatical awareness. AO4 There will be a clear understanding of the very different speech styles represented in the data; there may be awareness of dual purposes or simulated interaction. AO5 Sound contextual understanding. Answers may show features of the 30-35 band but lack consistency in some important dimension.
30-35	AO1 Clear and detailed observations about lexis, grammar and phonology etc, accurate expression with appropriate use of terminology. AO3i Reliability and systematic application of frameworks to group and investigate texts; makes informed linguistic observations on texts and data. AO4 Perceptive insight into many factors governing language used in texts. AO5i Shows understanding of factors influencing form, meaning, diversity in selected texts; clear description and interpretation of distinctive contextual features of selected texts.	**Will give a convincing account of the variety of data and offers a range of linguistically informed approaches to grouping and categorisation. Perceptive and subtle responses, very aware of complexities.** AO1 A sense of system with clear explanatory coverage. Such answers will show due tentativeness in the claims that can be made of the evidence provided and will also show an argued awareness of the more productive groupings for these texts. AO3 Assured pragmatic and grammatical awareness. AO4 There will be a consistently alert and informed application of knowledge and understanding in the use of terms and concepts and/or in the incisive comments on text and task. AO5 Subtle and sophisticated contextual awareness.

Guidance on Task 2:   Identifying Features and Analysing them in relation to Context

The following guidance complements the published mark scheme and seeks to make that general scheme easier to apply to candidate answers to Unit 1.

Key words for task:

- Select spoken **Text A** or **B** and any two other texts
- **Analyse** the **language features** of the texts
- Explain how these language features are **affected by context**
- Use **appropriate** language frameworks to analyse the texts

Indicative Content

- Some understanding of the contexts that may be relevant to a text, including the context of the reader or receiver.
- Reference to appropriate details of lexis, e.g. word origin and type, collocation, semantic fields, connotative/denotative meaning.
- Reference to appropriate details of grammar, e.g. sentence construction, use of adverbs, use of modal verbs, degrees of abstraction and nominalisation, cohesion, pronoun choices and features of text grammar.
- Some understanding of interdependence of lexis and grammar.
- Reference to relevant features of phonology (e.g. non-fluency, intonation, accent) and of conversation (e.g. interaction, turn-taking, agenda setting, context cues).
- Recognition of pragmatic factors that affect meaning (for example implied meanings, level of formality, style of address).
- Understanding of discourse features of chosen texts (for example distinctive lexis, evidence of authority/power in the chosen texts, form and purpose).
- Recognition of the role of graphological features.

Rubric Infringements

- Where a candidate answers on neither Text A nor Text B the script should be assessed proportionally as being worth up to two thirds of the marks available.
- Where a candidate answers on both Text A and Text B the script should be assessed proportionally as being worth up to two thirds of the marks available.
- Indicate all rubric infringements in your comments and by writing RI clearly on the front of the script.

Advice to Examiners

- Mark positively seeking to credit the relevant knowledge, understanding and quality of explanation in a variety of student approaches.
- Work on a best match principle. An answer may show features of different mark bands but there will be a balance of achievement indicating the range to choose.
- Pay attention to the assessment objective weightings in arriving at a holistic judgement.
- Candidates writing about only lexis and graphology are unlikely to score in the higher mark bands. Accurate grammatical and pragmatic comment is associated with higher mark bands.
- More effective answers should relate features to context; weaker answers will tend to identify features without explaining their contextual motivation or will explain contextual factors in a generalised manner.
- It is not feasible or even appropriate to expect candidates to apply all the language frameworks to each text in focus.
- Be aware of time constraints of the task and their effect on the student achievement.

Unit 1 Marking Scheme

Task 2

	Skills Descriptors	Contents Descriptors
0-5	AO1 Rudimentary observations on lexis, grammar and phonology; inadequate expression; minimal use of terminology-frequently misunderstood. AO3i Limited knowledge of one or two frameworks; unreliable and unsystematic minimal observations on texts and data. AO4 Attempts to comment on factors governing language in selected texts. AO5i Attempts a comment on one or two factors influencing form, meaning and diversity in selected texts; identifies a contextual feature of selected texts.	**Little effective stylistic method for dealing with this question.** Extreme brevity and consequent minimal and/or incomplete coverage (possibly due to time management difficulties). Speculative commentaries that show little grounding in principles of language study. AO1 Quality of explanation will be limited and may be further impeded by inaccurate use of language. AO3 Focus on content summary without identifying significant language features. AO4 Identifies impressions of texts such as formal and informal without being able to identify the language features behind those impressions. AO5 Evaluative assessments of texts using unreflective and prescriptive model.
6-11	AO1 Some general observations on lexis, grammar and phonology; faulty expression, limited use of terminology and, sometimes, misunderstood. AO3i Limited attempt at application of frameworks, in general not reliable and rarely systematic; observations on text confined to isolated references. AO4 Aware of one or two factors governing language use in selected texts, though not always fully understood. AO5i Recognises one or two factors influencing form, meaning and diversity in selected texts; identifies one or two contextual features of selected texts.	**Some limited stylistic method.** AO1 The quality of explanation will be limited and may be impeded by inaccuracies and imprecision in the expression. AO3 Observations about language features may show a rudimentary level of language awareness with identification of a few more accessible surface features: typically these will be of layout and vocabulary. AO4 There will be demonstrated knowledge of some language terms and concepts learned during the course AO5 There may be some attempt to link these to contextual factors but this will go little further than underdeveloped claims or impressions.

	Skills Descriptors	Contents Descriptors
12-17		**Evidence of more assured knowledge and understanding of stylistic method emerging but this may not be consistent or sound answers but covering mainly surface features.**
	AO1 Makes observations, not always accurately, about lexis, grammar and phonology with limited detail; accuracy falters, limited use of terminology.	AO1 The quality of explanation will lack development and there may be some inaccuracies and imprecision in the expression but most ideas will be sound, if often basic.
	AO3i Attempts some application of frameworks but not always successfully, reliably or systematically; some valid observations on texts and data.	AO3 Typically comments will focus on more accessible surface features.
	AO4 Some informed awareness of a limited number of factors governing language use in selected texts.	AO4 The candidate will manage to link some ideas from language study with contextual factors with some level of exemplification and explanatory commentary but this may lack development.
	AO5i Able to recognise some features influencing form, meaning and diversity in selected texts; identifies some contextual features.	AO5 Routine inferences that relate language features to contextual factors.
18-23		**Identifies a range of language features and relates these to contextual motivations. There may be the beginnings of engagement with subtler subtextual considerations but these are not developed or are relatively few.**
	AO1 Generally accurate observations about lexis, grammar and phonology with some detail; generally accurate expression, some use of appropriate terminology.	AO1 The quality of explanation will be clear although there may be some errors and inaccuracies in the expression.
	AO3i Application of frameworks in evidence but some lapses in its reliability and lacking in systematic treatment; some valid/sensible observations on texts and data.	AO3 Identification of some features beyond lexis, layout and routine semantic inference. There may be some explicit awareness of issues relating to grammar, pragmatics and discourse.
	AO4 Some awareness of a number of factors governing language used in selected texts.	AO4 There will be an identification of some of the salient features of the chosen texts.
	AO5i Some awareness of contextual factors influencing form, meaning and diversity in selected texts; identifies and interprets a range of contextual features of selected texts.	AO5 Coverage of the relationship between features and contextual factors will be generally convincing although there may be lapses and some oversimplification.

	Skills Descriptors	Contents Descriptors
24-29		**Sense of linguistically informed method and a capacity to identify structural and subtextual factors. Subtler awareness and some perceptive contextual comments but at times not developed or not consistent across the response.**
	AO1 — Clear observations about lexis, grammar and phonology etc; accurate expression with appropriate terminology.	AO1 — Generally effective linguistic register.
	AO3i — Generally reliable and systematic application of frameworks to group and investigates texts; makes generally secure observations on texts and data.	AO3 — Pragmatic and grammatical awareness will be there along with the lexical and graphological.
	AO4 — Good awareness of factors governing language used in texts.	AO4 — There will be a range of salient features identified in each of the three texts.
	AO5i — Shows awareness of factors influencing form, meaning, diversity in selected texts; generally clear description of distinctive contextual features of selected texts.	AO5 — Salient features will be effectively related to contextual motivations.
		Answers will meet the requirements for the band below but there will be a less explicit knowledge of language and/or a less consistent coverage of the text/s chosen.
30-35		**Consistent, linguistically informed method and a capacity to identify structural and subtextual factors. Subtle awareness. Very good on relevant contextual factors.**
	AO1 — Clear and detailed observations about lexis, grammar and phonology etc, accurate expression with appropriate use of terminology.	AO1 — The quality of explanation will be impressive with the accurate formal features of an effective linguistic register. This will include a capacity to explain complex features in detail. There may be due tentativeness concerning the claims that can be made and an awareness of other possible interpretations.
	AO3i — Reliability and systematic application of frameworks to group and investigate texts; makes informed linguistic observations on texts and data.	AO3 — Pragmatic and grammatical awareness will be there along with the lexical and graphological.
	AO4 — Good awareness of many factors governing language used in texts.	AO4 — There will be a range of salient features clearly identified in each of the three texts.
	AO5i — Shows understanding of factors influencing form, meaning, diversity in selected texts; clear description of distinctive contextual features of selected texts.	AO5 — Answers will identify salient linguistic features and relate these clearly and accurately to contextual motivation.

Indicative Content about Texts in the June 2004 Examination

The following indicative content gives some of the relevant coverage about these eight texts and some of the issues and areas of investigation candidates might profitably explore. Examiners should seek to credit the identification of language features of all types in relation to contextual factors. The following lists are neither prescriptive nor exhaustive. Given the constraints of this exam, very few candidates will have time to note all the points made. Credit should also be given for insightful observations other than those made explicit below.

Text A   **Answerphone messages**

- Some features of spontaneous speech;
- Issues around the sense of audience each of the callers seem to have, how this appears to differ and the way the different types of relationships between the callers and Katie are manifested;
- Conventions of answerphone messages;
- Sense of addressing a person – the machine effectively becomes Katie;
- How much planning has gone into these messages?;
- The different purposes of the messages.

Text B   **Conversation between mother and child**

- Features of spontaneous conversation;
- Some issues around language acquisition (although the candidates are not expected to have specialist knowledge of this);
- Child tentatively working out ideas about people and places and finding ways of expressing these – sorting out her world and how to name it and talk about it;
- Use of pronouns;
- Interaction between mother and child;
- Structure to the conversation - adjacency pairs;
- The way in which the mother corrects the child and guides her language;
- Child persisting with her agenda through the conversation.

Text C   **CD Cover**

- Graphology – use of cow, link to countryside and 'outdoor' music and link to BSE;
- Use of term BSE – link to 'mad cow' disease (although with different meaning here) – connotations of having a crazy/wild time at summer festivals;
- Humour in text;
- Register of 'blurb' – witty, irreverent, slightly risqué (bills itself as 'controversially-titled');
- Construction of narratee – 'cool', fun-loving, rebel with an ironic sense of humour;
- Lexis – aimed at young, 'irresponsible' readership – slightly ironic;
- References to cool/kitsch past – not taking itself too seriously.

Text D   **BT Advertisement**

- Graphological symbol of mute button on a TV – recognisable to most readers with a shared social/cultural experience;
- BT symbol – recognisable within our society as a phone company, respected company;
- Role of the slogan in the text;
- The advert constructs a narrative – candidates may speculate as to what that is;
- The narratee is (presumably) male;
- Text relies on recognised social stereotypes to 'work' and create humour – men love football more/as much as their girlfriends, women do not value football so highly, men need a way of keeping women happy while still watching the game;
- Although the advert is encouraging the male narrate to prove his love, it is in fact a cheating tactic – he will still be able to watch football as it will be on mute;
- The text is suggesting the talking (via a telephone) is a good way to further personal relationships;
- The purpose of the text is to advertise the services of a telephone company.

Text E   **Email**

- Lack of standard spelling and grammar – part of the conventions of email? Mistakes? Carelessness? Is it important in an email?;
- Relative informality of the text;
- Lexis;
- Construction and presentation of himself in the text;
- Reference to and reliance on the shared context between sender and recipient.

Text F   **Samaritans Advertisement**

- Use of graphology – fonts, images and layout;
- Handwritten style to create impression of immediacy and a 'real' human organisation;
- First impression of advert is one of confusion and muddle – link to subject and work they do;
- Purpose of advert – to get donations and/or volunteers – not explicitly to advertise their services;
- Direct address to reader – 'pulls no punches';
- Attempts to create a sense of the work they do on the page in a very personal way.

Text G   **Insert from packet of tights**

- Instructions on how to put on the tights – 'fitting instructions' has connotations of an electrical appliance;
- Presented as a technological innovation;
- 'Exciting new concept in ..' – connotations of appliances, interior design again;
- Step-by-step instructions for something we might assume is self-evident – is the implication that their tights are different?
- 'Alternative' spelling of 'lite';
- Use of 'hosiery' as well as 'tights' – different connotations?