

GCE 2004

June Series



Mark Scheme

English Language B

Unit 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.

Further copies of this Mark Scheme are available from:

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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. The relevant Assessment Objectives, as described in the Specification, 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.

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: English Dialects of the British Isles

The Table

- Recognition that focus is on spoken language use;
- Identification of most grammatical features as non-standard (regional);
- Identification of ‘*should of*’ as written representation of elided ‘*should have*’ by confusion with similarity of sound in unstressed pronunciation. Not originally a dialectal variant but a result of writing language without appreciating the verbal construction;
- Recognition that ‘*there was*’ with plural subject is arguably informal colloquial English rather than specifically non-standard English;
- Appreciation that ‘*should of*’, ‘*there was*’ and absence of plural marking can be seen as characteristic of socio-economic class rather than of region, i.e. primarily sociolectal not dialectal;
- High percentages would indicate that in some of the main urban areas single non-standard forms are replacing variable grammatical forms;
- Central importance given to schoolchildren as commentators on contemporary language use, though degree of reliability might be questioned.

Relevant Ideas from Language Study

- Prescriptive and descriptive approaches to language;
- Relationship between spoken and written English;
- Popular and linguistic attitudes to regional dialects, including stereotyping;
- Concept of dialect levelling: the eradication of socially or locally marked variants as a result of social or geographical mobility. As part of this process features that distinguish varieties disappear, while new features may emerge and be adopted by speakers over a wide geographical area. Differences between regional varieties are thereby reduced;
- Research associated with levelling, e.g. Milton Keynes, Reading and Hull (Williams & Kerswill), Newcastle upon Tyne (Watt & Milroy), though these studies are concerned with accent only;
- Contextual influences on changes in dialects;
- Relationship of language features to social status and the notions of covert and overt prestige.
- Estuary English;
- Concepts of the dialect continuum, traditional and mainstream dialects, standardisation, language loyalty and social identity, register;
- Other named research likely to include Cheshire, Giles, Labov, Trudgill, Honey;
- Report of relevant research undertaken by candidate or Centre.

QUESTION 2: Language and Gender**Graphology**

Use of plain business-like font and layout, ending with signature, name and title;
Drop capital as visual bridge into letter, dominated by b/w photograph of editor.

Lexis

Use of colloquialisms, e.g. '*old Rod Hull*', '*weepy*', '*put in a good word*', '*I'm off now*';
Use of clichés, e.g. '*go out with a bang*', '*genuine 24-carat show-stopper*';
Occasionally more inventive expressions, e.g. '*floods of Hollywood tears*', '*celestial duo*', '*butt-clenchingly*';
Occasional use of a more educated and polysyllabic lexis, e.g. '*immortality*', '*recipient*', '*nauseatingly*', '*celestial*', '*politicking*', '*self-immolations*'.

Grammar

Regular use of first person singular pronouns '*I*', '*me*' and '*myself*' by editor;
Almost no pronominal reference to audience: '*us*' (once), '*you*' (once);
Use of connectives at beginning of sentences to accentuate informal tone, e.g. '*Even*', '*Which*', '*And sorry*', '*No*', '*Well*', '*And*', '*But please*';
Occasional use of minor sentences, more typical of spoken English, e.g. '*Me*', '*By hand*'.

Semantics

Negative meanings associated with females, positive meanings with males;
Irreverent and deliberately insensitive attitude displayed to death, religion and relations;
Promotion of self through positive images of editor's success by his own unaided efforts.

Pragmatics

Cultural allusions imply shared knowledge about identities and deaths of comic entertainers (TC, RH), singer/guitarist (KC), bank robbers (B & S) and fictional character (O-WK);
Readers will recognise editor's attitude as stereotypically masculine: honest, straight-talking, confident, unemotional, critical of perceived (female) insincerity, boastful and sardonic;
Readers will admire and identify with the stereotypically masculine values and attributes portrayed by editor: self-reliance, single-mindedness, detachment, honesty and humour.

Discourse

Conventions of letter genre typical of magazine editorials, though lacking salutation;
Intertextual reference to and parody of Oscar acceptance speech;
Use of a register that is colloquial, matey, fairly informal, comic and unserious;
Construction of a text to entertain readers and reinforce their attitudes and beliefs.

Ideas from language study

Report of relevant research undertaken by candidate or Centre;
Relevant theory or research on gender stereotyping and social expectations.

QUESTION 3: Language and Power**Graphology**

Adherence to norms of institutionalised genre: font type and style, layout, logos, etc.;
Capitalisation and emboldening of font to foreground key information.

Lexis

Regular reference to semantic field of schooling and education;
Use of educated but fairly undemanding level of lexis, in keeping with a standard letter;
Use of some imprecise expressions, e.g. *'probably'*, *'very likely'*, *'majority'*, *'possible'*.

Semantics

Negative connotations conveyed by lexical choices, e.g. *'pressure'*, *'unexplained'*, *'inaccurate'*, *'disproportionate'*, *'failed'*, *'annoying'*, *'absence(s)'* (x 12).

Grammar

Movement from first person plural *'we'* (x 1) to singular *'I'* (x 3);
Use of modal auxiliaries to convey polite tentative requests: *'could'*, *'would'*;
Use of verbs to convey modality, e.g. *'having to'* (necessity/obligation), *'need to'* (necessity), *'may'* (possibility);
Use of passive voice (e.g. *'is signed'*, *'were missed'*, *'have been covered'*) to foreground relevant grammatical subjects.

Pragmatics

Use of interrogatives to indirectly require compliance with school procedures;
Selection of facts and appeal to government authorities to intimidate parents;
Attempt to align parents with teacher in solidarity to virtual exclusion of pupil;
Assumption that parents are part of a culture subscribing to social values encoded in text;
Multiple audiences implied by text, e.g. parents, pupils, school staff, education authorities.

Discourse

Reasoned organisation of argument by paragraph: 1: context for letter, 2: instructions to parents, 3: forestalment of possible parental response, 4: final instruction to parents;
Mediation of content through a professional and conversational voice;
Use of register that is formal, serious, polite, authoritative and superficially personal;
Writer relies on the instrumental power associated with educational institutions but also on a more personal influential power associated with their quasi-parental relationship to pupils.

Ideas from language study

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