



## General Certificate of Education

# English Language 5706

## *Specification B*

### *ENB2 Language and Social Contexts*

# Mark Scheme

## *2005 examination – June series*

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.

## **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. 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 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.

## Generic 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**

This text is the first part of what is effectively a press release on the corporation's website. It was widely reported in the press at the time, reflecting the media's regular concern with accent as part of the broader issue of perceived slipping in educational standards. Candidates should have some awareness and understanding of the conflicting attitudes and prejudices, recent and current, relating to accents. The focus of the question is clearly on accents and social attitudes; it is not intended that written or electronic language, lexis or grammar should form a central part of any answer.

#### **Popular Attitudes to Accents**

Widely accepted prejudices associated with particular accents, e.g. cockney indicating uneducated but shrewd 'wheeler-dealer';

Stereotypical attributes of speakers with specific accents and their portrayal and perpetuation in the media;

Examples of public figures, celebrities or personalities known for having a particular accent and who symbolise a popular attitude, e.g. Brian Sewell, Janet Street-Porter.

#### **Specific Features & Impressions of Accents**

Phonological description of particular accent(s) in terms of phonemes, specific consonants and vowels, elision, intrusion, or prosodic features, e.g. stress, pitch, intonation (pitch pattern or melody), tempo;

Impressions conveyed by identified specific features, whether deliberately by speakers or in minds of listeners.

#### **Relevant Ideas from Language Study**

Prescriptive and descriptive approaches to language study, the deficit model;

Concepts of accent levelling, the dialect continuum, traditional and mainstream dialects, standardisation, language loyalty and social identity;

The changing position of RP in British society;

Relationship of language features to social status and the notions of hypercorrection and overt & covert prestige;

Contextual influences on choices of accent by speakers;

Research or ideas of established linguists, e.g. Coupland, Giles, Honey, Labov, Trudgill;

Research on Estuary English, e.g. Coggle, Rosewarne;

Research associated with accent levelling, e.g. Milton Keynes, Reading and Hull (Williams & Kerswill), Newcastle upon Tyne (Watt & Milroy);

Report of relevant research undertaken by candidate or Centre.

**QUESTION 2: Language and Technology****Discourse**

Text organised into separate but interrelated and coherent sections that for efficiency may be read in either linear or non-linear direction for possible access to other pages;  
Organisation of information constrained by size and shape of screen plus scrolling function;  
Organisation revealed & enhanced by graphological devices, e.g. variation in font style & size, upper & lower case letters, headings, colour, underlining, symbols (e.g. '&', '▷'), horizontal & vertical lists, paragraphs, boxes, drop-down menus, images;  
Text is an electronic document that depends upon graphological components for navigation;  
Text structure, though varied, follows several established norms of webpage construction;  
Regular pronominal address and reference to user in central section of webpage;  
Sections of text exhibit features of compressed English by e.g. extensive premodification (similar to headlines), ellipsis (absence of determiners, verbs, etc.).

**Grammar**

Frequent use of interrogatives and imperatives to involve user and encourage interaction;  
Varied structure of lists, e.g. short clauses (interrogative, imperative), minor sentences (mainly short noun phrases);  
Variety of sentence construction within text from minor to compound-complex.

**Lexis**

Use of an educated but fairly undemanding vocabulary to introduce medical issues;  
Specific medical terms selected for assumed level of familiarity by non-specialist audience.

**Pragmatics**

Many users will be intertextually aware of how to navigate complex structure of website;  
Assumes knowledge of how to access other levels of information through hyperlinks;  
Central section demonstrates a fairly colloquial, personal, informed but cautionary register;  
Other sections (e.g. list of topics & last two central paras) demonstrate impersonal or more formal register;  
User is accessing medical expertise at some remove despite personal tone (note disclaimers);  
Style of English adopted should be accessible to a potentially international audience.

**Ideas from Language Study**

Report of relevant research undertaken by candidate or Centre;  
Concept of compressed English (Sinclair);  
Reference to theories concerned with communication or the functions of language.

### **QUESTION 3: Language and Power**

#### **Phonology**

Use of emphasis by Bar to foreground words considered significant;  
Arguably deliberate use of pauses by Bar in some places (e.g. ll. 1, 7, 18);  
Questioning intonation pattern used by Bar in four declaratives (ll. 3, 12, 22, 29).

#### **Lexis**

Use of a generally undemanding and everyday vocabulary by both participants;  
General avoidance of specialist legal terms by Bar (apart from '*incident*' & '*as a result of*');  
Use of single legal term '*prosecuted*' by Mr N;  
Bar's deliberate use of slang ('*shopped*') & colloquialism ('*put two and two...made five*').

#### **Semantics**

Alternation of cognitive and affective meanings by Bar in referring to events, e.g. denotative ll. 2-3, 7-8, connotative (negative) ll. 1, 26-27;  
Affective meaning of a mainly negative and contradictory nature by Mr N.

#### **Grammar**

Use of a combination of open and closed interrogatives by Bar;  
Use of declaratives by Bar to state ostensible facts, to question or to summarise;  
Use of only declaratives by Mr N in response to Bar.

#### **Discourse**

Discourse typical of unequal encounter in institutionalised setting with disparity in roles;  
Occasional and deliberate address (TLN) by Bar to Mr N (ll. 1, 14, 26);  
Use by Bar of strategies to control discourse, e.g. topic initiation & maintenance, variation in utterance length, adjacency pairs, questions, reformulation, repetition, summary;  
Regularly short turns by Mr N, whose role obliges him to answer Bar without elaboration;  
Use by Bar of register that is explicit in reference, authoritative and professional;  
Construction of discourse according to rhetorical conventions well-known to Bar;  
Bar reliant on instrumental power (or rational-legal authority) associated with the Law.

#### **Pragmatics**

Both participants aware that discourse is recorded for possible future reference and scrutiny;  
Bar able to discredit Mr N by insinuation, humiliation, accusation and personal evaluation;  
Mr N as witness will behave in submissive manner as is socially expected of him in context;  
Disfluency features, hedges, interruptions and repeated denials by Mr N cumulatively indicate defensiveness and suggest lack of confidence, certainty or truthfulness.

#### **Ideas from Language Study**

Report of relevant research undertaken by candidate or Centre;  
Reference to O'Barr & Atkins (powerful v. powerless language), Fairclough;  
Reference (with exemplification from data) to speech act theory, Grice, etc.