AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

English Language 5706
Specification B

ENB2 Language and Social Contexts

Mark Scheme

2006 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 Context

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

English Dialects of the British Isles:

- LIVERPOOL – urban dialect/northern

  <u>Lexical choices</u> – *made up* (2) 'very pleased'/*tap* (8) 'take money from'/*where it is* (5) 'the thing is'

  <u>Grammatical choices</u> – *yous* (5) as 2nd person plural pronoun/*of a night* (5) non-standard preposition /*give* (3) non-standard past tense/*us* (3) as prounoun 'me' /*comes back* (3) as non-standard past tense.

- NEWCASTLE – urban dialect/northern

  <u>Lexical choices</u> – *sonny* (1&2) /*thruppence* (5) /*baccy* (9) /gans twaddling (4) 'go running'/ *Aye* (7) /*Wey lad, ay* (8)

  <u>Grammatical choices</u> – *them* (2) as demonstrative adj./*give* (5) non-standard past tense/*us* (5) as pronoun 'me'/*year ago* (6) unmarked plural

- Discussion of similarities and differences between the extracts

- Awareness that a person's language choices may vary depending upon context

- Issues of language change – age of speakers and their language choices. Some archaic forms e.g. *a few bob* (Text A 8)/*thruppence* (Text B 5&6)/*baccy* (Text B 9)

- Relevant discussion of speakers' backgrounds esp. age and time live in regional area

- Discussion of issues of regional identity/solidarity/social status

- Relevant discussion of issues of representation – positive e.g. genuineness and warmth/trustworthiness etc and/or negative e.g. aggressive/lack of education/ponderous etc – possibly linked to further exemplification from the media or literature

- Relevant discussion of the nature of urban dialects compared with rural

- Relevant and illuminating ideas about dialects from candidate's own study.

Language and Technology:

- Youth sociolect – *ya/wanna/chil/am like on already/Kk/Totally* – reflecting 'group' membership cf. Kate's messages

- Non-standard spelling relating to speed of communication and texting conventions e.g. initialism *Tb/n/Lol*; vowel deletion *lv/jst/hav*; phonetic spelling *Wat/Sofa/ur*; homophones *2/4/r/u*; symbols *x/@/*etc – use not always indicating simplest way – inconsistency of spelling even within same message – discussion of why?

- Texting collocations – features of solidarity possibly e.g. *Lol/Tb* etc

- Sentence types related to purpose – frequency of interrogatives especially – related to discussion of purpose of communication

- Purpose of messages largely transactional but interactional features also e.g. use of humour/shared contexts e.g. school, family, socialising/affectionate opening and closing sequences

- Speech like features – prosodic features represented through emoticons & punctuation/informal lexis/shared contexts/Q & A pairs

- Not as spontaneous as 'talk' – features of writing /restrictions/planned elements

- Difficulty of having detailed discussion as highlighted in C – possibly reveals something about the inflexible nature of texting – linked to i.l.s

- Difficulty of complex nature of texting – need to be an effective communicator to use texting conventions efficiently – related to i.l.s

- Politeness features of messages – (especially Lola's) initial responses e.g. *Thank u!/Sure do!/Lol…*; negotiation e.g. *can we/shall we etc*

- Gender issues/social networks/politeness/accommodation/compressed language

- Relevant and illuminating ideas about texting from candidate's own study.

Language and Occupational Groups

- Semantic field of gym and gym equipment e.g. *lateral raises/arm curls/resistance* etc. Semantic field of exercise e.g. *warmed up/slow pace* etc

- Idiolect of the instructor e.g. *more stronger rowing/OK what/so…/we'll do…/yeah* etc – mix of the demands of the job and personal features

- Pronoun use – frequent use of inclusive 1st person plural *we* in early part of conversation leading to 2nd person singular *you* by the end – discussion of why – especially middle section (1.15-24)

- Discussion of frequency of use of modal verb *should* – possible tentativeness indicated and possible convergence by speakers

- Sentence types and discussion of impact – mix of declaratives and interrogatives by the instructor because of the nature of the talk i.e. a 'learning encounter'. Client's use of interrogatives possibly indicates nerves because of unfamiliar environment

- Quantity of talk – client speaks much less than instructor – nature of exchange

- Conversational features – overlapping – esp. middle section/informal lang./ellipsis/voiced and unvoiced pauses while activity occurs

- Frequency of Q-A adjacency pairs – result of transactional purpose of talk

- Discourse markers e.g. *right/OK what/so* – signposts client

- Fluency and speed to talk - nature of busy/noisy environment – emphasis more frequent in the middle section/purpose of the talk/background of speakers

- Relevant discussion of client/instructor relationship – first meeting. Both speakers aware of their roles – transactional but co-operative talk

- Grice's maxims/politeness issues/accommodation/convergence/power issues.