AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

English Language 5706
Specification B

ENB1 **Introduction to the Study of Language**

Mark Scheme

2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Task 1 Mark Scheme   Discuss various ways in which these texts can be grouped, giving reasons for your choices

Marks	Content Descriptors
0-5	**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; general comments. AO4 Mentions one or two ideas from language study without development. AO5 Very little contextual awareness: impressionistic generalised claims.
6-11	**Answers at this level will usually respond but with limited explanation and reference to the texts.** AO1 Knowledge of some language terms and concepts learned during the course (non-fluency features, dialect). AO3 Knowledge of some more accessible language frameworks: lexis and layout. AO4 Groupings may show a rudimentary level of language awareness. Coverage of the variety of the data may be limited. Reasons for groups will be outlined sketchily rather than explained and may show oversimplification and some speculation. Some awareness of features of spoken language and/or interaction and language concepts. AO5 Awareness of contextual factors mainly based on everyday awareness.
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 Manages some support by limited references to texts and explanation but this may be sparse. AO3 Approach to describing language mainly focused on lexis and layout. 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). 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 with a range of possible groupings.
	AO1 Ideas will be explained clearly with references to the texts. Expression will be generally accurate.
	AO3 Systematic approach to describing language that goes beyond lexis and layout.
	AO4 Use of language ideas and concepts in comments on groupings will be generally competent and insightful.
	AO5 There will be a demonstrated awareness of the link between context and register. Starts to engage with some of the subtleties.
24-29	**Clear structure 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 (eg the differences within the same groupings).
	AO3 Pragmatic and grammatical awareness in addition to lexis and graphology.
	AO4 There will be a clear understanding of the very different speech styles represented in the data.
	AO5 Sound contextual understanding.
	Answers may show features of the 30-35 band but lack consistency in some important dimension.
30-35	**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 in addition to lexis and graphology.
	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.

Task 2 Mark Scheme **Taking either Text A or B and any two of the remaining texts, analyse some of the language features of these texts and explain how these are affected by context**

Marks	Contents Descriptors
0-5	**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	**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 ideas from language study 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.
12-17	**Evidence of more assured knowledge and understanding of stylistic method emerging but mainly surface features (lexis, graphology, semantics).** 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. AO3 Typically comments will focus on more accessible surface features. 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. 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.**
	AO1 The quality of explanation will be clear although there may be some errors and inaccuracies in the expression.
	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 Ideas from language study will be linked convincingly to data and context.
	AO5 Coverage of the relationship between features and contextual factors will be generally convincing although there may be lapses and some oversimplification.
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.**
	AO1 Generally effective linguistic register.
	AO3 Pragmatic and grammatical awareness will be there along with the lexical and graphological.
	AO4 Ideas from language study will be linked effectively to data and context.
	AO5 Salient features will be effectively related to contextual motivations.
	Answers will meet the requirements for the 30-35 band 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. All three texts must be covered well to achieve a mark in this band.**
	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.
	AO3 Pragmatic and grammatical awareness will be there along with the lexical and graphological.
	AO4 Ideas from language study will be linked perceptively to data and context.
	AO5 Answers will identify salient linguistic features and relate these clearly and accurately to contextual motivation.

Indicative content ENB1 June 2007

Possible groups for task one - not exhaustive, just suggestions for acceptable possibilities:
- Cartoon (E,H,F)
- Represented dialect (C,D,H)
- Represented spoken (A,B,E,D,F)
- Use of humour (C,D,H,F,H)
- Entertain (C,D,H)
- Graphology (E,F,H)
- Technology (A,G)
- Instruct (E,H)
- Question answer discourse structure (B,E)
- Monologues (B,C,D)
- Poetic (C,D)
- Etc.

Text A
TalkTalk booklet extract
- Use of speech marks to suggest words actually spoken by customer
- Rhetorical questions
- Lexical choices from semantic field of talking
- Use of picture and name to authenticate it as a genuine statement
- Graphological use of TalkTalk spilling over the page to suggest speech
- Use of question at start as pseudo conversation starting point – springing from interview maybe
- First person
- Contractions, discourse markers (well, so), colloquial lexical choices (kid's mates, bottom line) – all similar to spontaneous speech
- Repetition of TalkTalk for persuasive purposes
- Use of clichés.

Text B
Transcript – Edinburgh grandmother
- Question/answer discourse structure
- Features of spontaneous conversation, such as overlaps, repetition
- Purpose of discussion – to gather family history information possibly
- Use of dialect vocabulary (wee)
- Use of Latinate vocabulary (dux)
- Use of eye-dialect (haem)
- Sense of pride which is conveyed by interviewee
- Shared understanding – over-explicit level of detail for puposes of recording information
- Cultural attitudes about what was valued in the past – spelling, religious knowledge
- Reference to places both interlocutors know.

Text C
"Blood Brothers" song:
- Monologue
- Represented dialect within 'song'
- Mild taboo
- Use of elision
- First person narration
- Unusual rhyme pattern – same in both verses
- Use of possessive pronoun 'our' - dialect feature
- Direct address to audience
- Use of humour/pathos to evoke sympathy in audience
- Entertaining purpose
- Sense of injustice on part of narrator.

Text D
"The Lion and Albert" monologue:
- Use of rhyme/rhythm linked to performance
- Monologue
- Direct address
- Use of elision to suggest accent "'eard", "'ow"
- Contractions
- Past tense
- Entertaining purpose
- Use of colloquial lexical choices – "noddle", "poke"
- Discourse structure – the summary of the story to this point
- Eye-dialect to indicate pronunciation "swallered"
- Use of idiomatic phrase "Bob's your uncle" – slightly archaic.

Text E
Road Safety Leaflet
- Question/answer discourse structure of represented dialogue
- Reversal of roles - child is advising adult – issues of power and target audience to ensure effective communication of safety message
- Graphologically attractive – in colour and cartoon format to attract interest of children
- Use of imperatives on child's part
- Use of explanations in declarative mood
- Direct address
- Capitalisation for important information
- Implicit message that this new system is better for both pedestrians and drivers – made explicit by the child
- Anaphoric references to previous systems (flashing green man)
- Actions reflect the directions
- Use of child in pushchair implies that this will protect most vulnerable pedestrians.

Text F
Seeds of Change Advert
- Graphologically arresting and retro in appearance
- Use of punning for humour and therefore persuasion
- List of carrot varieties to suggest intensive research on part of company
- Spoken feel to text – trailing dots, adverbials, contractions
- Cliché
- Colloquial lexical choices and effect of moving closer to receiver
- Declarative mood
- 'Hippy' feel – suggests the organic carrots give visions/better eyesight
- slogan echoes sixties feel – 'far out' but makes clear link to taste of soup in persuasive manner
- packet illustrations aids location in marketplace
- use of first person plural pronouns to suggest people behind product.

Text G
Website
- layout – menu of hyperlinks to help people interact with the site
- first person plural pronoun to reflect joint authorship; second person direct address to reader
- 'breadcrumb trail' at top to show previous pages and this reader's journey through site
- use of positive pre-modification
- complex lexical choices – suggests some level of expertise
- discourse structure - role of introduction to outline parameters of advice to follow
- sense of shared interest and to some extent understanding re. philosophy of smallholders.

Text H
Desperate Dan's Guide to Camping
- imperative mood
- entertaining purpose
- text/image cohesion produces humour
- use of humour in cartoon images juxtaposed with crazy advice
- rather dated feel to character – sustaining character long established
- mild taboo
- irreverent sense of humour
- iconic images of familiar character
- structured in series of numbered points.