



General Certificate of Education

English Language 5706 *Specification B*

ENB2 Language and Social Contexts

Mark Scheme

2008 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

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

General Principles

This unit 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 under examination conditions.

Aims

When marking your allocation of scripts your main aims are to:

1. Be positive and open-minded in your assessment. The questions have been designed to give candidates the opportunity to discuss specific data using a choice of frameworks, relevant ideas from language study and an appreciation of context. It is therefore important to assess the quality of the candidate's response on its own merits rather than judge it against some notion of an ideal standard. Remember that the majority of scripts you are assessing have been produced within the time constraints of an examination.
2. Annotate each script clearly and concisely by reference to the Examiner's Handbook and the Model Marked Script provided at the Standardisation Meeting. Formative comments in the left-hand margin should appear on every page and relate specifically to the appropriate part of the script. Summative comments should appear at the end of the answer to every question and should demonstrate how you have arrived at the numerical mark awarded. To this end some reference to the Mark Scheme and to Assessment Objectives is essential.
3. Apply and maintain a consistent standard of assessment for answers to all questions throughout the examining period.

Mark Scheme: All Questions

| Marks | Content 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. |

Language and occupational Groups: indicative content

- semantic field of cars, eg *engine / petrol / pump / cap* etc
- technical register of car mechanic, eg *temperature ratings / compression / cylinders / pistons / valves / lubricant / injectors / seals / gaskets* etc
- use of premodification by mechanic for impact, eg *melted pistons / burnt gaskets*
- pragmatics of client's explanation – reference to 'AA man'
- mechanic's elliptical talk when the details of the potential problems surrounding turning the engine on (line 24-30) – very confident of own knowledge base
- quantity of talk by mechanic cf. client – nature of roles and expertise
- relevant discussion of the relationship between client and mechanic – car is being mended at the client's home – offer of coffee – relationship probably well-established
- mix of transactional and interactional talk – nature of occupational situations and of this particular circumstance
- mechanic's idiolect, eg *big problem / the lot / my dear / dead lucky*
- relevant discussion of issues of power related to roles – mechanic should be more powerful
- quantity of questions asked by the client – linked to role, eg *will it take long / why's that / what's / are you trying to make me feel bad / do you want tea or coffee*
- idiolect of the client (much less technical lang. and clearly embarrassed), eg *luckily / yikes / are you trying to make me feel bad / you're not kidding* etc
- pauses in talk reflect activity and thinking time
- informal language choices reflect relationships, eg *the engine could've / my dear / dead lucky / big rush / you'd see it* etc – but politeness retained because of the nature of the activity
- Q/A sequences reflect the knowledge of the mechanic and the position of the client
- client gives more supportive feedback / jokes with mechanic – gender issues?
- relevant discussion of conversations theories (accommodation, politeness, cooperation) / power issues

Language and Gender: indicative content

- audience expectations attached to this genre – notions of male and female behaviour – may be humorous to some audiences but very popular and recently published (2007) suggesting otherwise
- nostalgic feel of narrow, cobbled lanes – very good for romantic nature of writing – suggests female possibly not able to cope in modern world – dreamy and in need of protection
- formulaic nature of encounter – slightly stylised – neither character introduced by name, adding to romance – first encounter of many?
- female in need to rescue – connected with fairy-tale stereotypes of this genre – conforms to reader expectations – linked to drama of action *It was perhaps unnecessarily dramatic* – pragmatics?
- presentation of female stereotypes, eg unaware of danger / unable to save herself physically – impractical footwear / vulnerable / notices scent and fabric / gratitude / unable to pick up her own shoe etc
- implication of vulnerability and fragility connected with the woman, eg *trifle unsteadily / struggled / swept to safety / shaken* etc – linked to presentation of female character
- presentation of male stereotypes, eg heroic, dramatic rescue / dark and handsome / cool and calm in an emergency / fearless about danger / domineering / protective etc
- dynamic, active 'hero' presented as male character, eg *swept up / setting her down carefully* etc – nameless and charming – pragmatics of *without being swarthy* – knowledge of what readers would find attractive
- semantic field of clothing connected with women, eg *court shoes / silk*
- use of detailed colour descriptions to describe eye colour of men conforms to expectations about women, eg *warm, cloudy blue / cool, clear grey* – suggest personality as well as looks
- active verbs forms associated with male, eg *swept / whisked / setting her down / stepped* etc – man of action rather than words perhaps cf. verb forms connected with female *admire / struggled / lay* etc – passive and defenceless?

Language and Power: indicative content

- representative of a socially recognised institution and carries socially constructed power / arrived with the passport adding to overtones of authenticity / use of foreign office logo / foreign office website address – effect?
- leaflet format handy for keeping with the passport and taking on holiday – to be used rather than discarded (important contact details and advice)
- implied pragmatic suggestion that travellers have not planned and organised their travel or considered potentially hazardous consequences – cf. self-help literature / sense of authority & experience of problems abroad – role of foreign office
- use of discrete sections and relevant images (passport / logo) organised the information for ease of use / bold for headings / parenthesis for extra information
- semantic field of travel, eg *guidebook* / *destination* / *itinerary* / *ticket details* etc – suggesting experience and knowledge
- semantic field of personal injury and death for final section, eg *air ambulance* / *pre-existing medical conditions* / *body* / *illness* / *injury* etc – pragmatic impact?
- contrast between potential formality of foreign office and the actual formality of language used – linked to notional audience, eg travellers of all ages
- informal lexical choices and colloquial phrases, eg *checklist* / *tips* / *if trouble flairs up* / *know before you go* – friendly, chatty connotations
- shift in formality for ‘Insurance’ section, eg imperative tone / multi-syllabic lexis – *adequate*, *comprehensive*, *potentially hazardous* / complex punctuation – introduction of consequences and potential shift in power balance
- imperative forms used for ‘know before you go’ section – expected in this style of leaflet / complex sentences / emphasis on family and friends – emotive impact?
- use of second person pronoun *you* and determiner *your* to suggest responsibility of the traveller throughout
- caring image offered in ‘feedback’ section, eg *welcome* / conditional *if you need* / politeness *please.../* personal pronouns *you* and *we* – public service image emphasis – collective responsibility / power with customer here?
- Pragmatic implication of contrast between ‘scaring’ travellers in ‘Insurance’ section and the HALIFAX advert – position of ad and implications