



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

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## GCE

### English Language B

### Unit ENB1

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Registered address: Addleshaw Booth & Co., Sovereign House, PO Box 8, Sovereign Street, Leeds LS1 1HQ  
Kathleen Tattersall: *Director General*

## Unit 1: Introduction to the Study of Language

### General principles

Module 1 forms the basis for all future study in that candidates' understanding of and ability to apply the systematic frameworks to a variety of short texts is a key feature. They will be asked to apply this knowledge and understanding in two ways.

- By grouping together a number of very short texts and justifying the ways they have been grouped; for instance, by stylistic features, structure, genre, audience, purpose, form, mode etc.
- By a stylistic analysis of both spoken and written texts.

Candidates will also need to understand the importance of audience, purpose, form and content in a writer's or speaker's language choices.

### 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 (10% AS, 5% A2).
- AO3I Use key features of frameworks for the systematic study of spoken and written English (10% AS, 5% A2).
- AO4 Understand, discuss and explore concepts and issues relating to language in use (5% AS, 2½% A2).
- AO5I Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context (10% AS, 5% A2).

The guidance, numerical marking and indicative content pages that follow specify the approach, criteria and indicators that should be used to assess candidates' work.

This means that the assessment of each script allows 20 marks for AO1, 20 marks for AO3, 10 marks for AO4 and 20 marks for AO5.

**Indicative Content****Task 1**

Key words for task:

- Discuss various ways in which these texts can be grouped
- Give reasons for your choices

Indicative Content about Texts indicates some of those features of the selected texts which are likely to lead to informed language comment. The list is not comprehensive.

- i Knowledge of different ways of classifying texts, e.g., form/content; modes/functions; spoken/written; genres; discourses.
- ii Recognition of similarities and connections across different categories.
- iii Understanding of the range of language diversity and of its significance for understanding the nature of human communication.
- iv The kinds of language features candidates are expected to observe and comment on are exemplified below with an indication of the framework they would need to understand the significance of these features.

## Task 1

Out of 35	Skills Descriptors	Contents Descriptors
0-5	<p>AO1 Rudimentary observations on lexis, grammar and phonology; rudimentary categories; inadequate expression; minimal use of terminology-frequently misunderstood.</p> <p>AO3i Limited knowledge of one or two frameworks; unreliable and unsystematic; minimal observations on texts and data.</p> <p>AO4 Attempts to comment on factors governing language in selected texts.</p> <p>AO5i Attempts a comment on one or two factors influencing form, meaning and diversity in selected texts; identifies a contextual feature of selected texts.</p>	<p><b>Answers in this range will not demonstrate effective language study method and may fail to respond to keyword prompts.</b></p> <p>AO1 Weak expression including inaccuracies that impede comprehension. Little sense of relevant focus.</p> <p>AO3 Mentions one or two language features without development showing understanding beyond that which could be expected at GCSE; general comments and implied deficit models.</p> <p>AO4 Mentions one or two ideas from language study without development showing understanding.</p> <p>AO5 A very little contextual awareness: impressionistic generalised claims.</p>
6-11	<p>AO1 Some general observations; some basic categories; faulty expression, limited use of terminology and, sometimes, misunderstood.</p> <p>AO3i Limited attempt at application of frameworks, in general not reliable and rarely systematic; observations on text confined to isolated references.</p> <p>AO4 Elementary comment on one or two factors governing language use in selected texts, though not always fully understood.</p> <p>AO5i Recognises one or two factors influencing form, meaning and diversity in selected texts; identifies one or two contextual features of selected texts.</p>	<p><b>Answers at this level will usually respond but with limited explanation and reference to the texts.</b></p> <p>AO1 Groupings may show a rudimentary level of language awareness: descriptions such as formal and informal, speech and writing may be noted but with little discussion. Coverage of the variety of the data may be limited to four texts. Reasons for groups will be outlined sketchily rather than explained and may show oversimplification and some speculation.</p> <p>AO3 Knowledge of some more accessible language frameworks: lexis and layout.</p> <p>AO4 Knowledge of some language terms and concepts learned during the course (non-fluency features, dialect). Some awareness of features of spoken language and/or interaction and language concepts.</p> <p>AO5 Awareness of contextual factors mainly based on everyday awareness.</p>

	Skills Descriptors	Contents Descriptors
12-17	<p>AO1 Makes observations, not always accurately, about language features and groupings with limited detail; accuracy falters, limited use of terminology.</p> <p>AO3i Attempts some application of frameworks but not always successfully, reliably or systematically; some valid observations on texts and data.</p> <p>AO4 Some informed awareness of a limited number of factors governing language use in selected texts.</p> <p>AO5I Able to recognise some features influencing form, meaning and diversity in selected texts; identifies some contextual features.</p>	<p><b>A basic response to the main demands of the task but with some oversimplification and omission</b></p> <p>There may be evidence of more assured knowledge and understanding emerging but this may be patchy and inconsistent.</p> <p>AO1 Manages some support by limited references to texts and explanation but this may be sparse.</p> <p>AO3 Approach to describing language mainly focused on lexis and layout.</p> <p>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).</p> <p>AO5 Awareness of contextual factors shows some understanding beyond everyday awareness.</p>
18-23	<p>AO1 Generally accurate observations about language features and appropriate groupings; generally accurate expression, some use of appropriate terminology.</p> <p>AO3i Application of frameworks in evidence but some lapses in its reliability and lacking in systematic treatment; some valid/sensible observations on texts and data.</p> <p>AO4 Some understanding of a number of factors governing language used in selected texts.</p> <p>AO5i Some awareness of contextual factors influencing form, meaning and diversity in selected texts; identifies and interprets a range of contextual features of selected texts.</p>	<p><b>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.</b></p> <p>There will be some comparison of at least five texts with a range of possible groupings.</p> <p>AO1 Ideas will be explained clearly with references to the texts. Expression will be generally accurate.</p> <p>AO3 Systematic approach to describing language that goes beyond lexis and layout.</p> <p>AO4 Use of language terms and concepts in comments on groupings will be generally competent and insightful: aware of cross boundary texts.</p> <p>AO5 There will be a demonstrated awareness of the link between context and register. Starts to engage with some of the subtleties (e.g. cross boundary texts, multiple purposes and audiences).</p>

	Skills Descriptors	Contents Descriptors
24-29	<p>AO1 Clear observations about lexis, grammar and phonology etc; accurate expression with appropriate terminology.</p> <p>AO3i Generally reliable and systematic application of frameworks to group and investigates texts; makes generally secure observations on texts and data.</p> <p>AO4 Sound understanding of factors governing language used in texts.</p> <p>AO5i Shows awareness of factors influencing form, meaning, diversity in selected texts; generally clear description and interpretation of distinctive features of selected texts.</p>	<p><b>Clear structure with a linguistically informed method and a good sense of some of the complexities of the texts and groupings.</b></p> <p>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 (e.g. the differences within the same groupings).</p> <p>AO3 Pragmatic and grammatical awareness.</p> <p>AO4 There will be a clear understanding of the very different speech styles represented in the data; there may be awareness of dual purposes or simulated interaction.</p> <p>AO5 Sound contextual understanding.</p> <p>Answers may show features of the 30-35 band but lack consistency in some important dimension.</p>
30-35	<p>AO1 Clear and detailed observations about lexis, grammar and phonology etc, accurate expression with appropriate use of terminology.</p> <p>AO3i Reliability and systematic application of frameworks to group and investigate texts; makes informed linguistic observations on texts and data.</p> <p>AO4 Perceptive insight into many factors governing language used in texts.</p> <p>AO5i Shows understanding of factors influencing form, meaning, diversity in selected texts; clear description and interpretation of distinctive contextual features of selected texts.</p>	<p><b>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.</b></p> <p>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.</p> <p>AO3 Assured pragmatic and grammatical awareness.</p> <p>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.</p> <p>AO5 Subtle and sophisticated contextual awareness.</p>

**Guidance on Task 2: Identifying features and analysing them in relation to context**

Key words for task:

- select spoken **Text G** or **H** and any two other texts
- **analyse** the **language features** of the texts
- explain how these language features are **affected by context**
- use **appropriate** language frameworks to analyse the texts

**Indicative Content**

- some understanding of contexts
- reference to appropriate details of lexis, e.g. word origin and type, collocation, semantic fields, connotative/denotative meaning
- reference to appropriate details of grammar, e.g. sentence construction, use of adverbs, use of modal verbs, degrees of abstraction and nominalisation, cohesion, pronoun choices and features of text grammar
- some understanding of interdependence of lexis and grammar
- reference to relevant features of phonology (e.g. non-fluency, intonation, accent) and of conversation (e.g. interaction, turn-taking, agenda setting, context cues)
- recognition of pragmatic factors that affect meaning (for example implied meanings, level of formality, style of address)
- Understanding of discourse features of chosen texts (for example distinctive lexis, evidence of authority/power in the chosen texts, form and purpose).
- Recognition of the role of graphological features in signalling tenor and discourse.

## Task 2

Out of 35	Skills Descriptors	Contents Descriptors
0-5	<p>AO1 Rudimentary observations on lexis, grammar and phonology; inadequate expression; minimal use of terminology-frequently misunderstood.</p> <p>AO3i Limited knowledge of one or two frameworks; unreliable and unsystematic minimal observations on texts and data.</p> <p>AO4 Attempts to comment on factors governing language in selected texts.</p> <p>AO5i Attempts a comment on one or two factors influencing form, meaning and diversity in selected texts; identifies a contextual feature of selected texts.</p>	<p><b>Little effective stylistic method for dealing with this question.</b></p> <p>Extreme brevity and consequent minimal and/or incomplete coverage (possibly due to time management difficulties).</p> <p>Speculative commentaries that show little grounding in principles of language study.</p> <p>AO1 Quality of explanation will be limited and may be further impeded by inaccurate use of language.</p> <p>AO3 Focus on content summary without identifying significant language features.</p> <p>AO4 Identifies impressions of texts such as formal and informal without being able to identify the language features behind those impressions.</p> <p>AO5 Evaluative assessments of texts using unreflective and prescriptive model.</p>
6-11	<p>AO1 Some general observations on lexis, grammar and phonology; faulty expression, limited use of terminology and, sometimes, misunderstood.</p> <p>AO3i Limited attempt at application of frameworks, in general not reliable and rarely systematic; observations on text confined to isolated references.</p> <p>AO4 Aware of one or two factors governing language use in selected texts, though not always fully understood.</p> <p>AO5i Recognises one or two factors influencing form, meaning and diversity in selected texts; identifies one or two contextual features of selected texts.</p>	<p><b>Some limited stylistic method.</b></p> <p>AO1 The quality of explanation will be limited and may be impeded by inaccuracies and imprecision in the expression.</p> <p>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.</p> <p>AO4 There will be demonstrated knowledge of some language terms and concepts learned during the course</p> <p>AO5 There may be some attempt to link these to contextual factors but this will go little further than underdeveloped claims or impressions.</p>



	Skills Descriptors	Contents Descriptors
12-17	<p>AO1 Makes observations, not always accurately, about lexis, grammar and phonology with limited detail; accuracy falters, limited use of terminology.</p> <p>AO3i Attempts some application of frameworks but not always successfully, reliably or systematically; some valid observations on texts and data.</p> <p>AO4 Some informed awareness of a limited number of factors governing language use in selected texts.</p> <p>AO5i Able to recognise some features influencing form, meaning and diversity in selected texts; identifies some contextual features.</p>	<p><b>Evidence of more assured knowledge and understanding of stylistic method emerging but this may not be consistent.</b></p> <p>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.</p> <p>AO3 Typically comments will focus on more accessible surface features.</p> <p>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.</p> <p>AO5 Routine inferences that relate language features to contextual factors.</p>
18-23	<p>AO1 Generally accurate observations about lexis, grammar and phonology with some detail; generally accurate expression, some use of appropriate terminology.</p> <p>AO3i Application of frameworks in evidence but some lapses in its reliability and lacking in systematic treatment; some valid/sensible observations on texts and data.</p> <p>AO4 Some awareness of a number of factors governing language used in selected texts.</p> <p>AO5i Some awareness of contextual factors influencing form, meaning and diversity in selected texts; identifies and interprets a range of contextual features of selected texts.</p>	<p><b>Identifies a range of important language features and relates these to contextual motivations. There may be the beginnings of engagement with subtler subtextual considerations.</b></p> <p>AO1 The quality of explanation will be clear although there may be some errors and inaccuracies in the expression.</p> <p>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.</p> <p>AO4 There will be an identification of some of the salient features of the chosen texts.</p> <p>AO5 Coverage of the relationship between features and contextual factors will be generally convincing although there may be lapses and some oversimplification.</p>

	Skills Descriptors	Contents Descriptors
24-29	<p>AO1 Clear observations about lexis, grammar and phonology etc; accurate expression with appropriate terminology.</p> <p>AO3i Generally reliable and systematic application of frameworks to group and investigates texts; makes generally secure observations on texts and data.</p> <p>AO4 Good awareness of factors governing language used in texts.</p> <p>AO5i Shows awareness of factors influencing form, meaning, diversity in selected texts; generally clear description of distinctive contextual features of selected texts.</p>	<p><b>Sense of linguistically informed method and a capacity to identify structural and subtextual factors. Subtler awareness.</b></p> <p>AO1 Generally effective linguistic register.</p> <p>AO3 Pragmatic and grammatical awareness will be there along with the lexical and graphological.</p> <p>AO4 There will be a range of salient features identified in each of the three texts.</p> <p>AO5 Salient features will be effectively related to contextual motivations.</p> <p>Answers will meet the requirements for the band below but there will be a less explicit knowledge of language and/or consistent coverage of the text/s chosen.</p>
30-35	<p>AO1 Clear and detailed observations about lexis, grammar and phonology etc, accurate expression with appropriate use of terminology.</p> <p>AO3i Reliability and systematic application of frameworks to group and investigate texts; makes informed linguistic observations on texts and data.</p> <p>AO4 Good awareness of many factors governing language used in texts.</p> <p>AO5i Shows understanding of factors influencing form, meaning, diversity in selected texts; clear description of distinctive contextual features of selected texts.</p>	<p><b>Consistent, linguistically informed method and a capacity to identify structural and subtextual factors. Subtle awareness.</b></p> <p>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.</p> <p>AO3 Pragmatic and grammatical awareness will be there along with the lexical and graphological.</p> <p>AO4 There will be a range of salient features clearly identified in each of the three texts.</p> <p>AO5 Answers will identify salient linguistic features and relate these clearly and accurately to contextual motivation.</p>

### Indicative Content about Texts in this examination

The following indicative content gives some of the relevant coverage about these eight texts. Examiners should seek to credit the identification of language features of all types in relation to contextual factors. The following lists are neither prescriptive nor exhaustive. Given the constraints of this exam, very few candidates will have time to note all the points made. Credit should also be given for insightful observations other than those made explicit below.

#### Text A Museum Poster

##### Function of text as a dramatic and arresting advertisement to raise interest in a museum.

- lexical cohesion in choices of words, collocations and terms (tonnes);
- lexis/semantics in play on words (pitch; unearth);
- grammar: present continuous for immediacy and to direct response;
- grammar: use of imperatives, complex sentences and their effects;
- second person pronoun for direct address;
- lexical variety and ingenuity for vivid description;
- allusions to cultural knowledge about pit disasters and “mining heritage”;
- white on black text for mimetic parallel with the pitch black location;
- space shifting, shading and punctuation to constrain and emphasise reading of details;
- contexts: situational variation; institutional contexts; advertising genre; connotations of museums;
- physical context of public notice in railway station; advertising profession copy.

#### Text B Passenger Change Ticket Bus Notice

##### Role of the text to give official notification of customer rights whilst seeking to constrain choices and firm’s obligations.

- authoritative tone and direct address (YOU WILL BE); passives and agent deletion;
- use of layout details to signal discourse structure (numbering etc);
- grammar: underlying complex sentence structure with embedded clauses;
- grammar and semantics constraining firm’s responsibilities, customers’ rights (if change..);
- lexis/grammar/prosody/graphology: balanced construction suggesting equity/ amity (final line);
- graphology/grammar/punctuation: use of space shifting, numbers and initial points to indicate prosody/ how it might sound read out;
- graphology: use of capitals and emboldening for emphasis;
- phonological level dimensions in sound patterning (transforming travel);
- legal, institutional, marketing contexts; physical context of public notice in bus;
- absence of address or contact point; effect on the readers.

**Text C****Mills and Boon Mini-Saga**

**Crafted literary narrative (claiming to be part of particular genre) written within formal constraints of telling a story in 50 words.**

- use of capitals in header (allusion to newspaper headline) and centred arrangement on page;
- adumbration, symbolism of “striped sock curled among her clothes”;
- re-working of and allusions to popular genre (Mills and Boon /tabloids);
- sentence complexity (minor sentence; complex sentence + two simple sentences);
- cohesion and coherence (inferences to be made in informational gaps);
- use of implicit or seemingly implicit meanings in lexical detail (cued by readers’ knowledge of related texts - cliché collocations (tall dark young man) and connotations (curled));
- structural devices including coda; “twist” in final line and how it resolves the narrative;
- story/newspaper competition/publication contexts: texts relationship to other texts, framing;
- readership/audiences.

**Text D****Cat Notice**

**Role of text to publicise problem and seek action by one addressee out of the many that will read it; “naming” and shaming of rampant cat.**

- graphological devices: word processed with attention-getting header question;
- discourse structure and sequencing including placing of contact details;
- lexical choices and connotations (ginger male; frequented);
- formal register choices of phrases and collocations (due to a recent incident);
- pragmatics and implied meaning ( cat’s misbehaviour?);
- emotive and euphemistic dimensions to “Cat Rescue Centre”;
- use of contexts: situational variation; domestic contexts and genre; “home made” provenance (probably written by student but not for peer group);
- physical context of public notice in a locality - readership/audiences and effects.

**Text E****Student Postcard**

**Role of the text as a convivial greeting/micronarrative to a friend including construction/reinforcement of shared identity through references and allusions.**

- mixed register and mixed languages (artful crafted effects);
- cultural allusions to lifestyle, popular culture (e.g. cactus-joke smutty subtext);
- ICT and youth sociolect allusions (he he);
- structure: greeting apology; narrative; sign-off in relation to genre conventions;
- setting of apology in parenthesis;
- mixed register and complexity in sixth sentence (nb ampersands to foreground 2+2 contrasts);
- writing frame and genre conventions of holiday postcard;
- handwriting and spaceshifting;
- popular collocations (good old), vogue lexis/slang (done; stuff) and youth sociolect (luv);
- bricolage of texts from diverse sources, presupposes specific shared experiences and attitudes;
- attention to punctuation for semantic nuances (!; “los Simpsons”);
- contexts: situational variation; domestic contexts and genre; “home made” provenance; postcard as artifact (may be kept).

**Text F****Teenager's Note****Role of this informal note to make a point humorously but with menace.**

- graphology including labelled picture, handwriting, opaque crossings out and signature;
- devices use to achieve purposes ( including to direct M's behaviour);
- discourse structure: apology, narrative and threat;
- semi-composed context: grammar of third sentence;
- mixed register bricolage of formal, demotic, insulting, cultural allusions;
- construction of mock serious tone/style in lexical choices (excuse; evidently; parentheses);
- hyperbolic imagery (World War 3 battleground) and metaphor (James and giant peaches);
- youth sociolect including leakage from ICT conventions (u and @)and contracted form "k");
- idiolect and sociolect in construction of tone and identity;
- implicit reference, pragmatics and features for humorous effect (non-literal meanings);
- grammatical choices, passive, complex sentence and directive made by implication;
- shared assumptions in context and use of proforms and forenames;
- contexts: situational variation; domestic contexts and genre; "home made" provenance; ephemera – probably not kept, but creating context for conversation (humour /argument).

**Text G****Mobile Phone Conversation****Shaping of the discourse by its context as a mobile phone conversation opening**

- some redundancy in speaker identifications and in exchanges about train "problems";
- features of unplanned, informal, socially oriented speech between friends/colleagues;
- geographical information and context;
- syntax and especially adverbial phrase in line 8;
- minor deviations from formal standard English – possibly from unplanned context, could be dialectal or idiolectal;
- implicit and implied meanings (including the we of we've);
- phatic communion – interpersonally focussed content;
- academic context of text's provenance (journal article for HE).

**Text H****Student Dialect Interview****Planned interview interaction between two students from the same peer group with ostensible information gathering purposes for A Level Investigation.**

- semantic field of idiolect, accent, dialect and associated attitudes;
- discourse including the role of A as interviewer;
- informal and implicit language choices by Dave (slang; ellipsis);
- dialect: many examples of "non-standard English" Bristolian dialect from Dave;
- colloquialisms and slang from both speakers;
- implicature: implied meanings and attitudes;
- ashley's leading questions (line 1 and lines 6 and7) and abrupt "thank you". Grammatical complexity and sophistication including control of embedded clauses and interjections across one eight line sentence;
- mixed register: contexts: situational variation; institutional and domestic contexts; semi-academic register and genre; "home made" provenance; pre-existing relationship as peers.