Mark scheme
June 2003

GCE

English Language B

Unit ENB1

Unit ENB1: 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 short texts, explaining the reasons for the groupings and some of the issues associated with them.
- 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 and the ways a text might be received.

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, 2 ½ % A2)

AO5i   Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.
(10% AS, 5% A2)

Guidance on Task 1: Categorising and Grouping

Key words for task:

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

Indicative Content

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.

Unit 1 Marking Scheme

Task 1

Out of 35	Skills Descriptors		Contents Descriptors
0-5	AO1	Rudimentary observations on lexis, grammar and phonology; rudimentary categories; inadequate expression; minimal use of terminology-frequently misunderstood.	**Answers in this range will not demonstrate effective language study method and may fail to respond to keyword prompts.**
	AO3i	Limited knowledge of one or two frameworks; unreliable and unsystematic; minimal observations on texts and data.	AO1 Weak expression including inaccuracies that impede comprehension. Little sense of relevant focus.
	AO4	Attempts to comment on factors governing language in selected texts.	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.
	AO5i	Attempts a comment on one or two factors influencing form, meaning and diversity in selected texts; identifies a contextual feature of selected texts.	AO4 Mentions one or two ideas from language study without development showing understanding.
			AO5 A very little contextual awareness: impressionistic generalised claims.
6-11	AO1	Some general observations; some basic categories; faulty expression, limited use of terminology and, sometimes, misunderstood.	**Answers at this level will usually respond but with limited explanation and reference to the texts.**
	AO3i	Limited attempt at application of frameworks, in general not reliable and rarely systematic; observations on text confined to isolated references.	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.
	AO4	Elementary comment on one or two factors governing language use in selected texts, though not always fully understood.	AO3 Knowledge of some more accessible language frameworks: lexis and layout.
	AO5i	Recognises one or two factors influencing form, meaning and diversity in selected texts; identifies one or two contextual features of selected texts.	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.
			AO5 Awareness of contextual factors mainly based on everyday awareness.

		Skills Descriptors	**Contents Descriptors**
12-17	AO1	Makes observations, not always accurately, about language features and groupings with limited detail; accuracy falters, limited use of terminology.	**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.**
	AO3i	Attempts some application of frameworks but not always successfully, reliably or systematically; some valid observations on texts and data.	There may be evidence of more assured knowledge and understanding emerging but this may be patchy and inconsistent.
	AO4	Some informed awareness of a limited number of factors governing language use in selected texts.	AO1 Manages some support by limited references to texts and explanation but this may be sparse.
	AO5i	Able to recognise some features influencing form, meaning and diversity in selected texts; identifies some contextual features.	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	AO1	Generally accurate observations about language features and appropriate groupings; generally accurate expression, some use of appropriate terminology.	**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.**
	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.	There will be some comparison of at least five texts with a range of possible groupings.
	AO4	Some understanding of a number of factors governing language used in selected texts.	AO1 Ideas will be explained clearly with references to the texts. Expression will be generally accurate.
	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.	AO3 Systematic approach to describing language that goes beyond lexis and layout.
			AO4 Use of language terms and concepts in comments on groupings will be generally competent and insightful: aware of cross boundary texts.
			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).

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		Skills Descriptors	Contents Descriptors
24-29	AO1	Clear observations about lexis, grammar and phonology etc; accurate expression with appropriate terminology.	**Clear structure that responds with a linguistically informed method and a good sense of some of the complexities of the texts and groupings.**
	AO3i	Generally reliable and systematic application of frameworks to group and investigates texts; makes generally secure observations on texts and data.	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).
	AO4	Sound understanding of factors governing language used in texts.	AO3 Pragmatic and grammatical awareness.
	AO5i	Shows awareness of factors influencing form, meaning, diversity in selected texts; generally clear description and interpretation of distinctive features of selected texts.	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.
			AO5 Sound contextual understanding.
			Answers may show features of the 30-35 band but lack consistency in some important dimension.
30-35	AO1	Clear and detailed observations about lexis, grammar and phonology etc, accurate expression with appropriate use of terminology.	**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.**
	AO3i	Reliability and systematic application of frameworks to group and investigate texts; makes informed linguistic observations on texts and data.	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.
	AO4	Perceptive insight into many factors governing language used in texts.	AO3 Assured pragmatic and grammatical awareness.
	AO5i	Shows understanding of factors influencing form, meaning, diversity in selected texts; clear description and interpretation of distinctive contextual features of selected texts.	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.

Guidance on Task 2: Identifying Features and Analysing them in relation to Context

Key Words for task:

- Select spoken **Text A** or **G** and any two of the remaining texts.
- **Analyse** the **language features** of the texts.
- Explain how these are **affected by context.**
- Use **appropriate** language frameworks to analyse the texts.

Indicative Content

i.   Some understanding of the contexts that may be relevant to a text, including the context of the reader or receiver.

ii.   Reference to appropriate details of lexis, e.g. word origin and type, collocation, semantic fields, connotative/denotative meaning.

iii.   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.

iv.   Some understanding of interdependence of lexis and grammar.

v.   Reference to relevant features of phonology (e.g. non-fluency, intonation, accent) and of conversation (e.g. interaction, turn-taking, agenda setting, context cues).

vi.   Recognition of pragmatic factors that affect meaning (for example implied meanings, level of formality, style of address).

vii.   Understanding of discourse features of chosen texts (for example distinctive lexis, evidence of authority/power in the chosen texts, form and purpose).

viii.   Recognition of the role of graphological features.

AQA

Task 2

		Skills Descriptors	Contents Descriptors
0-5	AO1	Rudimentary observations on lexis, grammar and phonology; inadequate expression; minimal use of terminology-frequently misunderstood.	**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.
	AO3i	Limited knowledge of one or two frameworks; unreliable and unsystematic minimal observations on texts and data.	AO1 Quality of explanation will be limited and may be further impeded by inaccurate use of language.
	AO4	Attempts to comment on factors governing language in selected texts.	AO3 Focus on content summary without identifying significant language features.
	AO5i	Attempts a comment on one or two factors influencing form, meaning and diversity in selected texts; identifies a contextual feature of selected texts.	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	AO1	Some general observations on lexis, grammar and phonology; faulty expression, limited use of terminology and, sometimes, misunderstood.	**Some limited stylistic method.** AO1 The quality of explanation will be limited and may be impeded by inaccuracies and imprecision in the expression.
	AO3i	Limited attempt at application of frameworks, in general not reliable and rarely systematic; observations on text confined to isolated references.	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	Aware of one or two factors governing language use in selected texts, though not always fully understood.	AO4 There will be demonstrated knowledge of some language terms and concepts learned during the course
	AO5i	Recognises one or two factors influencing form, meaning and diversity in selected texts; identifies one or two contextual features of selected texts.	AO5 There may be some attempt to link these to contextual factors but this will go little further than underdeveloped claims or impressions.

		Skills Descriptors	**Contents Descriptors**
12-17	AO1	Makes observations, not always accurately, about lexis, grammar and phonology with limited detail; accuracy falters, limited use of terminology.	**Evidence of more assured knowledge and understanding of stylistic method emerging but this may not be consistent or sound answers but covering mainly surface features.**
	AO3i	Attempts some application of frameworks but not always successfully, reliably or systematically; some valid observations on texts and data.	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.
	AO4	Some informed awareness of a limited number of factors governing language use in selected texts.	AO3 Typically comments will focus on more accessible surface features.
	AO5i	Able to recognise some features influencing form, meaning and diversity in selected texts; identifies some contextual 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	AO1	Generally accurate observations about lexis, grammar and phonology with some detail; generally accurate expression, some use of appropriate terminology.	**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.**
	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.	AO1 The quality of explanation will be clear although there may be some errors and inaccuracies in the expression.
	AO4	Some awareness of a number of factors governing language used in selected texts.	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.
	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.	AO4 There will be an identification of some of the salient features of the chosen texts.
			AO5 Coverage of the relationship between features and contextual factors will be generally convincing although there may be lapses and some oversimplification.

AQA

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

Indicative Content about Texts in the June 2003 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　　　　Transcript of Work Colleagues' Conversation

- Features of spontaneous speech;
- Limitations of the transcript as a representation of 'real' talk;
- Relevant contextual factors – a work environment but it is their day off – how might this affect their talk?;
- Issues of power – socially recognised position of power (Phil as he is senior in terms of work) but Sarah seems to have a sort of power within the exchange;
- Gender issue – roles (who is doing what and what roles they take in the conversation) and how they interact – Sarah directing, Phil taking her instructions but not doing what he is asked, taking issue with her decisions about the arrangement of the room;
- Occupation – work colleagues – one is senior but working together on something;
- Possible humour/sarcasm – difficult to tell due to lack of prosodic features (other possible interpretations?);
- Explore what can be said about their relationship and how they each interact with the other.

Text B　　　　Optician's Card

Role of the text as both important informative document and advertisement.

- Graphology – logo, boxes around information (advertisement gets bolder box), emboldening of instruction at bottom, use of capitalisation;
- Multiple audiences – medical staff and contact lens wearer;
- Multi-purpose – inform, persuade, instruct;
- Mixed levels of formality;
- Does advertising reduce impact of medical warning?;
- Passive voice for warning;
- Personal pronoun "you" for advert – trying to establish relationship with reader;
- Text seems slightly odd due to very different registers and purposes within it.

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Text C   Andy Capp Cartoon

- Context – a cartoon but in a newspaper – audience?;
- Andy Capp a well established figure – a long running cartoon strip;
- How do we read the narrative? - frame to frame, speech in bubbles;
- Is Andy looking at the reader in frame one, asking for complicity?;
- Representation of men and women – gender issues, power issues;
- Representation of characters with regional origin;
- Graphology – relative size of two characters, their dress, the setting;
- Ideology behind text;
- Humour – How does it work? Who is reader supposed to laugh at? Are we supposed to agree with either character? Might it vary according to the reader?.

Text D   Weather Forecast

- Context – Edinburgh edition so focused on Glasgow, Edinburgh and Scotland – other editions will focus on other areas;
- Graphological symbols very important – more so than lexis;
- No need to establish any relationship with reader;
- Clarity of expression paramount;
- Use of sub-sections, sub-headings, emboldening of key words;
- Key information presented visually;
- Purpose – inform (entertain?);
- Structure of forecast – starting with Glasgow and Edinburgh and then widening out.

Text E   Car advertisement

- Graphology – image of car;
- Expectation reader might have seen other adverts on TV/in printed texts;
- Association of car – image – sex (common association in this culture);
- Link made between driver ("you") and car – presented as being 'as one';
- Statistics to impress – 'blinding reader with science';
- Effect of first word – "Boost";
- Imperative tone;
- French phrase to add chic.

Text F   Poster from doctor's waiting room

- Pragmatics – don't waste the time of medical professionals;
- Register – encouraging, friendly, not wanting to alienate the reader, presenting this as best option for them;
- Purposes – inform and persuade;
- Graphology – each option set out like a sign in a hospital;
- The options are presented in the order in which the reader is meant to try them – i.e., self help first and 999 as a last resort;
- Interactive nature of the text;
- Lexical choice – "Allow us…" – reader seems to have the power;
- Contextual factors – seen in a doctor's waiting room – have the readers already tried the three options above?

Text G   Transcript of train announcement

- Scripted/pre-prepared nature of announcement – maybe not reading from a script now as has said it so many times but originally might have been written down;
- Needs to be flexible and adjust announcement to take account of particular circumstances;
- More fillers when he is explaining about the delay – possibly due to ad libbing? Had complaints and therefore a bit nervous? Knows passengers will be disgruntled?;
- Obliged to acknowledge delay and apologise;
- Register – very polite (but he is safe, away from passengers);
- Ownership of journey by passengers – "your late-running 10.44";
- Rather unusual expressions in places – "to arrive into";
- Don't have prosodic features – speculation about tone of voice?;
- Back to rather trite, formulaic phrasing at end;
- Would be heard over tannoy – not delivered face-to-face;
- Encourages passengers to ask for help but there is no opportunity to interact with this announcement.