AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

English Language 5706
Specification B

ENB2 Language and Social Contexts

Mark Scheme

2006 examination – January 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 Contexts

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

Language and Power:

- Discussion of the purpose and audience for the letter;
- The nature and use of 'standard letters';
- Issues connected with layout and production – underlining for emphasis/interactive nature of the document/pro-forma letter;
- Jargon associated with legal language – 'hearing date'/unambiguous lexis/'backed for bail' explained cf. 'recognisance'/use of SE;
- Discussion of impact of 'The Court' – pragmatic implications;
- Recognisable collocations 'unfit to attend', 'adjourned the case' etc;
- Discussion of sentence types and impact on audience – e.g. use of imperatives;
- Use of modals – emphasis 'You must', 'You will';
- Use of 2nd person pronoun throughout – impact e.g. opening 'You did not';
- Language choices to indicate consequences e.g. 'If at any time', 'If you do not', 'Unless';
- High formality level – maintained throughout – discussion of why;
- Repetitive constructions e.g. 'you must…', 'If…';
- Sequential nature of the letter – discourse markers;
- Tone uncompromising and authoritative – esp. strong in opening and closing sentences;
- Socially recognised power – solicitor/courts/police – impact upon reader;
- Maxims of relevance/power.

English Dialects of the British Isles:

- Discussion of article – sophisticated nature;
- Use of eye dialect e.g. 'gan', 'ossie' etc;
- Discussion of topic of dialect lexis chosen - may represent stereotypical attitude towards north e.g. 'mithering', 'good hiding' etc;
- Use of emotive vocab e.g. 'swamped', 'preserve gems', 'preposterous';
- Contrast between dialect lexis and SE;
- Contrast in register between translations and main body of article;
- Use of standard grammatical constructions in light of audience, purpose, genre;
- Attitudes towards regional talk presented by the journalist cf. the presumed attitudes of the reader (esp. Mirror readers);
- Presumption of a north-south divide on this language issue;
- Representation of dialect diversity in the north cf. generalised approach to the south;
- Use of humour throughout article, mocking tone towards south and north to a certain extent;
- Background of journalist – educated professional;
- Discussion of perceived audience – interest in language issues and knowledge of cultural references within article;
- Relevant discussion and knowledge of other regional dialects;
- Relevant discussion of stereotypes cf. diversity of population in the north;
- Discussion of idea that northern dialects need saving – why?

Language and Technology:

- Graphological issues of layout and text production – including punctuation used to mimic effects of spoken language;
- Changing nature of punctuation across messages – 1st formal, 2nd lightly punctuated (speed?) 4th and 5th informal – multiple exclamation marks, use of dashes;
- Discussion of formality and changing level across interaction;
- Opening and closing sequences of the messages – 1st most formal, 4th very informal e.g. no names, jokey/affectionate 'Oh linguist!';
- Ideas carried across messages due to linked nature of communication therefore need to repeat detail reduced, also jokes carried across (also possibly due to speed of communication in this case);
- Relationships between correspondents – work colleagues/friends;
- Different purposes of the message – transactional nature of initial email – interactional nature of later messages;
- Problems of absence of paralinguistic communication – netiquette/punctuation/onomatopoeic 'tut tut';
- Speed of communication – 48hrs only cf. normal written communication – relevant discussion of place of emails in workplace;
- Relevant discussion of speech/writing boundaries – blurred and changing still, therefore difficult to define;
- Politeness features of earlier messages vs. jokey nature of later messages;
- Gender issues – explicit within text/related humour;
- Cultural references in final email/shared contexts between friends;
- Issues of language change raised 'guy'.

Language and Occupational Groups

- Semantic field of restaurant e.g. 'starters'/'risotto'/'mains'/'check on' etc;
- Features of idiolect for team members e.g. Jack: 'big lad', 'mate' Ed: 'sommat', 'innit', 'dude';
- Use of taboo language – associated with chefs/male environment/solidarity;
- Grammatical choices linked to purpose – sentence types/non-standard grammar/discourse markers/pronoun use;
- Use of humour – ongoing jokes/verbal play and banter/who is it directed at/frequent laughter;
- Conversational features – adjacency pairs/fluency of talk/repetition/overlapping/fast, busy, productive talk;
- Informality – slang/ incomplete utterances/address forms/non-standard phonological feature (ing)/deictic expressions;
- Hierarchical nature of working relationships reflected in language choices e.g. <u>Restaurant Manager:</u> use of imperatives and interrogatives related to position and role /firm but 'collaborative' approach to managing kitchen/compliments less senior chef/no talking over orders:
  <u>Head Chef:</u> banter with boss/not competitive but confident of his own position (line 27 esp)/possibly reflects relationship outside work;
  <u>Sous Chef:</u> speaks least/joking directed at him/most relaxed 'no worries' – related to position in the kitchen?;
- Speed of talk – nature of environment;
- Personal relationships and group identity;
- Collaborative nature of non-work related talk;
- Grice's maxims/politeness/gender issues/social networks.