



## General Certificate of Education

# English Language 5706 *Specification B*

*ENB1 Introduction to the Study of Language*

## Mark Scheme

*2005 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.

## **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**

Examiners should first be aware of the Assessment Objectives being tested in ENB1 and their relevant weightings. These are reproduced here.

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)

### **Guidance on Task 1: Categorising and Grouping**

The following guidance complements the published mark scheme and seeks to make that general scheme easier to apply to candidate answers to Unit 1.

#### **Advice to Examiners**

1. Be aware of time constraints of the task and their effect on student achievement: candidates have only forty-five minutes in which to familiarise themselves with the data, develop and apply language study based provisional categories and give reasons for their decisions. Teachers and examiners doing the task have found it demanding.
2. Mark positively seeking to credit the relevant knowledge, understanding and quality of explanation in a variety of student approaches.
3. Work on a best match principle. An answer may show features from different mark bands but there will be a balance of achievement indicating the mark band to choose.

**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 and the items will be amended and developed in the course of the standardisation meeting.

- Knowledge of different ways of classifying texts, e.g., form/content; modes/functions; spoken/written; genres; discourses.
- Recognition of similarities and connections across different categories.
- Understanding of the range of language diversity and of its significance for understanding the nature of human communication.
- 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**

<b>Out of 35</b>	<b>Skills Descriptors</b>	<b>Contents Descriptors</b>
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 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>

	<b>Skills Descriptors</b>	<b>Contents Descriptors</b>
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. Sound sequential surveys are likely to fall into this band.</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>

	<b>Skills Descriptors</b>	<b>Contents Descriptors</b>
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, very aware of complexities.</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>

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

The following guidance complements the published mark scheme and seeks to make that general scheme easier to apply to candidate answers to Unit 1.

### Key words for task:

- Select spoken **Text A** or **B** 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 the contexts that may be relevant to a text, including the context of the reader or receiver.
- 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.

### Rubric Infringements

- Where a candidate answers on neither Text A nor Text B the script should be assessed proportionally as being worth up to two thirds of the marks available.
- Where a candidate answers on both Text A and Text B the script should be assessed proportionally as being worth up to two thirds of the marks available.
- Indicate rubric infringements in your comments and by writing RI clearly on the front of the script.

### Advice to Examiners

- Mark positively seeking to credit the relevant knowledge, understanding and quality of explanation in a variety of student approaches.
- Work on a best match principle. An answer may show features of different mark bands but there will be a balance of achievement indicating the range to choose.
- Pay attention to the assessment objective weightings in arriving at a holistic judgement.
- Candidates writing about only lexis and graphology are unlikely to score in the higher mark bands. Accurate grammatical and pragmatic comment is associated with higher mark bands.
- More effective answers should relate features to context; weaker answers will tend to identify features without explaining their contextual motivation or will explain contextual factors in a generalised manner.
- It is not feasible or even appropriate to expect candidates to apply all the language frameworks to each text in focus.
- Be aware of time constraints of the task and their effect on the student achievement.

**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 or sound answers but covering mainly surface features.</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 language features and relates these to contextual motivations. There may be the beginnings of engagement with subtler subtextual considerations but these are not developed.</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>

	<b>Skills Descriptors</b>	<b>Contents Descriptors</b>
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 and some perceptive contextual comments but at times not developed.</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 a less 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. Very good on relevant contextual factors. All three texts must be covered well to achieve a mark in this band.</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>

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## Indicative content

The following indicative content suggests some of the features candidates may comment on and some of the issues they might find interesting to explore. The list is neither exhaustive nor prescriptive. It is offered as a starting point for examiners as they familiarise themselves with the texts and their linguistic and contextual features. When marking scripts examiners should seek to credit the identification of language features of all types in relation to contextual factors. 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            **Mother/Daughter conversation**

- Features of spontaneous conversation, such as overlaps, fillers;
- The mother's dissatisfaction with her holiday which emerges but which she does not overtly state at the start;
- The daughter's supportive role in the conversation – trying to keep it going and empathise with her mother;
- The way in which the daughter feels the need to apologise at the end;
- The pragmatics behind the conversation;
- The negative representation of the holiday which emerges gradually throughout the conversation;
- The sort of role reversal in the conversation – the daughter seems to be the more reasonable and 'grown up' of the two.

### Text B            **Extract from The Old Curiosity Shop**

- Features of represented speech as opposed to 'real' speech;
- The function of the speech within the novel – characterisation, forwarding of the plot;
- The 'voice' of the first person narrator contrasted to the direct speech;
- The representation of thought in the narrative;
- How prosodic and para-linguistic (sounds and movements) are conveyed to the reader;
- The implicit judgement that is passed on the grandfather and the way the reader is encouraged to accept the narrator's view of the situation;
- The establishment of setting and tension regarding what will follow.

### Text C            **Opening to Mr Wolf children's story**

- The inversion of the stereotype of the big, bad wolf;
- The way the story does not meet our expectations based on other traditional tales we might know;
- Do we trust that he really is a nice character?;
- The way the tale sets the scene and explains the basic scenario that we presume the rest of the story will be based on;
- Mixing of fairy tales – there is not a wolf in the traditional Three Bears tale;
- Relatively simple language and sentence construction;
- Importance of the picture in relation to the words.

**Text D            The letter from the student**

- The high formality of the letter – lexis, contact details;
- The way the student is representing himself in this letter;
- Is such a formal letter suitable for such an occasion?;
- Does it work as a text within its context?;
- The relationship he is establishing with his teacher;
- The expectations of the teacher that the letter implies;
- Who has power within this situation?

**Text E            The estate agent’s advert**

- The purpose of the text as persuasive but masquerading as informative;
- The potential cynicism of a reader and the place of estate agents and their advertisements within our culture;
- Generic expectations of this type of text;
- The text as an example of biased representation;
- The very positive lexis – much to be said here;
- The long list at the end – what is the effect of this and its role in convincing the reader this property is worth looking at?;
- The way the text creates a sense of urgency and attempts to convince the reader that they must act quickly;
- The link between the picture and the words – do they complement each other?;
- When we read this do we expect it to be an accurate representation of the property?

**Text F            The back of a crisp packet**

- The way the text attempts to establish a bond with the reader;
- The emphasis on the personal, home-grown element of the crisps;
- The way the company attempts to represent itself as honest, ‘salt-of-the-earth’, hard-working;
- Standard English – despite some fairly informal turns of phrase – they have not gone for a representation of a deepest Devon accent – why not?;
- The ownership of the product by a named ‘person’ – “Burt’s”;
- The date stamp at the top which also includes the name of the field and the fryer – stressing the individualised, cottage-industry nature of the product;
- The image that is created of the product itself;
- The address stresses the localised nature of the business – “The Parcel Shed”.

**Text G            Internet chatroom opening**

- The purpose of the opening – to establish connection with one person or many?;
- The unique nature of the chatroom environment as a place to have a ‘conversation’;
- The playful nature of the greeting;
- The grapho-phonemic representation of the words;
- The way people represent themselves by such greetings;
- Candidates may also comment on chat room talk as having features of both spoken and written language;
- The interactive and immediate nature of the ‘talk’, including someone feeling the need to say they are going to the toilet!;
- The unique nature of this environment – being able to ‘see’ chat;
- Spelling errors – typos? Mistakes? Not a problem within this form of written discourse as they might be within others. What is it about the context of production that makes this the case?

**Text H            The taxi receipt**

- Highly unusual receipt;
- Use of text as a piece of promotional propaganda;
- The graphological symbol of the flag and its link to the cause that is being promoted;
- The powerful, political statement at the top;
- Also contains the requirements for an actual receipt – a dual purpose text;
- Strident, angry tone;
- Patriotic;
- Typo in ‘Parliment’ – suggests an amateur, ‘home-made’ campaign?;
- The way the driver has signed his name in a way that shows close identification with the cause.