AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

English Language 5706
Specification B

ENB1   Introduction to the Study of Language

Mark Scheme

2008 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

Summary of instructions to examiners

- Check that the total mark places the answer in the appropriate mark scheme band and is in line with indicative content.
- A summative comment to justify the mark for task 1 should be recorded on the paper drawing attention to the performance of the candidate with respect to relevant coverage and the assessment objectives.
- Explain any anomalies in your comment.
- Contact your Team Leader for guidance on dealing with serious anomalies, eg sequential surveys.

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.

Candidates will use a very wide range of methods for categorising the texts on the paper, including:
- Broad groupings based on mode/register/function.
- Tightly focused groups, often based on language awareness.
- Open-minded groups which are led by the data on the paper.

When making a judgement about a candidate's performance think about how much language knowledge and contextual awareness is shown.

Be prepared for original and valid ideas led by the data and supported by AO3 and AO5 awareness.

Task 1 Mark Scheme   **Discuss various ways in which these texts can be grouped, giving reasons for your choices**

Marks	Content Descriptors
0-5	**Answers in this range will not demonstrate effective language study method and may fail to respond to keyword prompts.** AO1 Weak expression including inaccuracies that impede comprehension. Little sense of relevant focus. AO3 Mentions one or two language features without development; general comments. AO4 Mentions one or two ideas from language study without development. AO5 Very little contextual awareness: impressionistic generalised claims.
6-11	**Answers at this level will usually respond but with limited explanation and reference to the texts.** AO1 Knowledge of some language terms and concepts learned during the course (non-fluency features, dialect). AO3 Knowledge of some more accessible language frameworks: lexis and layout. AO4 Groupings may show a rudimentary level of language awareness. Coverage of the variety of the data may be limited. Reasons for groups will be outlined sketchily rather than explained and may show oversimplification and some speculation. Some awareness of features of spoken language and/or interaction and language concepts. AO5 Awareness of contextual factors mainly based on everyday awareness.
12-17	**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.** There may be evidence of more assured knowledge and understanding emerging but this may be patchy and inconsistent. AO1 Manages some support by limited references to texts and explanation but this may be sparse. 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	**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.**
	There will be some comparison of texts with a range of possible groupings.
	AO1 Ideas will be explained clearly with references to the texts. Expression will be generally accurate.
	AO3 Systematic approach to describing language that goes beyond lexis and layout.
	AO4 Use of language ideas and concepts in comments on groupings will be generally competent and insightful.
	AO5 There will be a demonstrated awareness of the link between context and register. Starts to engage with some of the subtleties.
24-29	**Clear structure with a linguistically informed method and a good sense of some of the complexities of the texts and groupings.**
	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 (eg the differences within the same groupings).
	AO3 Pragmatic and grammatical awareness in addition to lexis and graphology.
	AO4 There will be a clear understanding of the very different speech styles represented in the data.
	AO5 Sound contextual understanding.
	Answers may show features of the 30-35 band but lack consistency in some important dimension.
30-35	**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.**
	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.
	AO3 Assured pragmatic and grammatical awareness in addition to lexis and graphology.
	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

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** some of 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, eg word origin and type, collocation, semantic fields, connotative/denotative meaning.

- Reference to appropriate details of grammar, eg 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 (eg non-fluency, intonation, accent) and of conversation (eg 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.

Instructions to examiners

1. The coverage of each text is worth approximately a third of the marks available. The approximation allows some margin for the exercise of examiner discretion in unusual or anomalous answers.
2. Assess the response to each text by placing the coverage in the appropriate upper, middle or lower pages. Use this to guide your overall judgement.
3. Decide on a total that reflects a holistic assessment of the response.
4. Explain any anomalies in your end comment.
5. Contact your Team Leader for advice as required.

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 all rubric infringements in your comments and by writing RI clearly on the front of the script.
- Where a candidate answers on A and B and two others this is not a rubric infringement but all the texts should be assessed and the strongest of A or B rewarded.

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 Mark Scheme　　　Taking either Text A or B and any two of the remaining texts, analyse some of the language features of these texts and explain how these are affected by context

Marks	Contents Descriptors
0-5	**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. AO1　Quality of explanation will be limited and may be further impeded by inaccurate use of language. AO3　Focus on content summary without identifying significant language features. 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	**Some limited stylistic method.** AO1　The quality of explanation will be limited and may be impeded by inaccuracies and imprecision in the expression. 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　There will be demonstrated knowledge of some ideas from language study learned during the course. AO5　There may be some attempt to link these to contextual factors but this will go little further than underdeveloped claims or impressions.
12-17	**Evidence of more assured knowledge and understanding of stylistic method emerging but mainly surface features (lexis, graphology, semantics).** 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. AO3　Typically comments will focus on more accessible surface 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	**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.**
	AO1 The quality of explanation will be clear although there may be some errors and inaccuracies in the expression.
	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.
	AO4 Ideas from language study will be linked convincingly to data and context.
	AO5 Coverage of the relationship between features and contextual factors will be generally convincing although there may be lapses and some oversimplification.
24-29	**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 Ideas from language study will be linked effectively to data and context.
	AO5 Salient features will be effectively related to contextual motivations.
	Answers will meet the requirements for the 30-35 band but there will be a less explicit knowledge of language and/or a less consistent coverage of the text/s chosen.
30-35	**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.**
	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 Ideas from language study will be linked perceptively to data and context.
	AO5 Answers will identify salient linguistic features and relate these clearly and accurately to contextual motivation.

June 2008 Indicative content

Task 1
Possible groupings – not exhaustive:
- **Instruct/advise**
- **Spoken**
- **Persuade**
- **Graphology**
- **Non-standard English**
- **Language and technology**
- **Monologues**
- **Language and power**
- **Positive adjectives**
- **Use of conditional clause**
- **Direct address**
- **Discourse structure**
- **Multi-purpose.**

Text A
Ferry announcement:
- specialist lexical choices
- pauses to enable listeners to absorb information
- use of modal verbs of certainty – 'should', 'will'
- present and future tenses
- formal register
- use of first person plural pronoun
- definition of 'muster stations' to clarify
- direct address
- imperatives.

Text B
Food and Drink programme - Souvlakia:
- planned and rehearsed nature of discourse
- pauses accompany actions
- television context – use of deixis
- use of pronouns 'your', let's' to include/involve viewer
- use of first person
- colloquial and specialised lexical choices
- discourse structure dictated by process
- positive adjectival choices
- some non-fluency (false starts) but generally fluent
- some evidence of idiolect - 'good old stir', 'old hands'
- fairly vague quantities – 'a little bit', 'about four tablespoons'
- some specialist lexical choices but not inaccessible to 'unseasoned' chef.

Text C
Cuban email:
- most features of interest are due to writer using English as a second language
- unusual lexical choices
- non-standard verb tense choices
- discourse structure conventions similar to a letter
- non-standard prepositional choices
- capitalisation of common nouns – 'Churches', 'Theatres' etc
- conditional tense – 'if'
- positive adjectives – to persuade
- politeness features
- multiple purposes – inform, persuade, warn, advise.

Text D
Extract from booklet from HM Government:
- simple layout implies simple actions
- bullet points as checklist
- use of the word 'emergency' could imply a wide range of situations which are presumably outlined in the rest of the booklet
- context of recent concerns since 9/11 and 7/7 and the nature of items listed, imply serious nationwide emergency rather than personal
- use of the conditional - presumably there are other situations outlined (e.g. if you are at work/not at home)
- use of softened imperatives - 'try to gather together'
- reference to specific items which imply power cuts, injuries, loss of communications - again serious incident implied
- final bullet point reinforces notion of a serious incident - but softened
- use of direct address
- explicitness and examples indicate very wide public audience (but an assumption that everyone has a mobile phone!).

Text E
Staples Poster:
- use of various imperatives to persuade
- use of pronoun 'it' to intrigue/persuade audience to apply
- range of positive verb choices to address reader
- graphology uses contrast to highlight/use of staple symbol to connote what they sell
- list of expectations customers have, echoed in imperatives at top
- elevated lexical choice of 'associates' designed to flatter and persuade teenage reader that this is a good opportunity
- final slogan – cohesion – 'it'
- use of 'source' as a verb – language change
- exaggeration of Staples' approach – 'revolutionised' – again persuasive
- use of £ and + symbols to suggest successful applicants will benefit
- politeness feature of 'please contact'

Text F
Newspaper announcement:
- graphology – questions appear to have been torn from exam papers
- pragmatic anticipation of the criticism that A levels are getting easier – pre-empted by congratulating all students
- location in 'The Guardian' on results day likely to be read by many students and wider public
- main heading addresses students directly
- text at bottom addresses the public
- use of contractions lowers formality
- symbols represent important organisations which verify standards and suggest The Guardian's congratulations are endorsed
- chosen questions are complex and from each exam board – suggesting consistency of standards
- use of conditional tense and softened imperative in second section
- third person/second person in second section
- invitation at end could be interpreted as challenge or invitation.

Text G
Cowboys and Indians:
- font choice of heading appropriate for theme
- use of many clichés associated with cowboy theme
- humorous ridiculing of the way a cowboy might speak – echoes of cartoon characters
- stretching of vowels to echo spoken language
- contractions/elision – to simulate accent of cowboy
- promotional nature of text
- use of imperative at start and finish to encourage participation
- lexical choices from field of Wild West/cowboy genre
- some mild taboo
- first person singular/first person plural pronoun usage
- details of date, location at end.

Text H
Plane Relief Front and back of packet:
- intertextuality exploited for persuasive effect
- symbol of cross echoes Red Cross = first aid
- use of humour to persuade – pun using 'plane relief'
- packet and colours used resembles well known pain relief tablet but intertextuality made clear with Virgin logo and use of pun
- use of imperative to urge reader to take up offer
- context of Manchester rail station means Virgin can attract custom from people transferring from Manchester Airport – very narrow target audience for such an expensive campaign
- use of exclamation marks to inject element of excitement into offer
- back of packet offers humorous and persuasive instructions
- cartoon depiction uses line drawings and ellipsis to convey symptoms and solution.
- use of exclamation marks/capitalisation to convey 'joy' about solution
- problem/solution discourse structure
- medical register employed in the caption below cartoon, including ironic warning

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)

General Guidance for Examiners

Aims

When you are marking your allocation of scripts your main aims should be to:

1. recognise and identify the achievements of candidates;
2. place candidates in the appropriate mark band and in the appropriate part of that mark band (high, low, middle);
3. ensure comparability of assessment for all candidates, regardless of question, choice of texts or examiner;
4. annotate each script clearly and concisely with AO related comments and in a way that makes it clear to other examiners how you have arrived at the numerical mark you have given the script.

A Positive Approach

It is important to be open-minded and positive when marking scripts.

The specification recognises the variety of experiences and knowledge that candidates will have. It encourages them to study language in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the quality of what the candidate offers and not to judge the script against some ideal standard.

The Mark Scheme Structure

The general marking grid has six broad bands representing different levels of achievement. Do not think of them as equalling actual grade boundaries; that is a task for the Awards meeting.

Annotating Scripts

The way you arrive at a mark should be recorded on the script. This will help you make accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment be needed.

To this end you should:

1. identify relevant points with one tick or two ticks – please be very precise about what you tick;
2. indicate extended irrelevance with a vertical line or by underlining with a wavy line- it is also helpful to use a question mark here;
3. indicate with a question mark (?) where accuracy or clarity is in doubt;
4. use an arrow to indicate where development is needed;
5. place AO related annotation in the margin, eg, "good AO5", "AO1?"
6. write a brief summative comment at the end indicating the reasons for placing the answer in the mark band. This should be kept brief and mark scheme-focused;
7. please do not make negative comments about candidates' work or their alleged aptitudes; this is unprofessional and impedes a positive marking approach.

Task 1 Mark Scheme (Skills Descriptors)

Marks	Skills Descriptors
0-5	AO1 Rudimentary observations on lexis, grammar and phonology; rudimentary categories; inadequate expression; minimal use of terminology – frequently misunderstood. AO3i Limited knowledge of one or two frameworks; unreliable and unsystematic; minimal observations on texts and data. AO4 Attempts to comment on factors governing language in selected texts. AO5i Attempts a comment on one or two factors influencing form, meaning and diversity in selected texts; identifies a contextual feature of selected texts.
6-11	AO1 Some general observations; some basic categories; faulty expression, limited use of terminology and, sometimes, misunderstood. AO3i Limited attempt at application of frameworks, in general not reliable and rarely systematic; observations on text confined to isolated references. AO4 Elementary comment on one or two factors governing language use in selected texts, though not always fully understood. AO5i Recognises one or two factors influencing form, meaning and diversity in selected texts; identifies one or two contextual features of selected texts.
12-17	AO1 Makes observations, not always accurately, about language features and groupings with limited detail; accuracy falters, limited use of terminology. AO3i Attempts some application of frameworks but not always successfully, reliably or systematically; some valid observations on texts and data. AO4 Some informed awareness of a limited number of factors governing language use in selected texts. AO5I Able to recognise some features influencing form, meaning and diversity in selected texts; identifies some contextual features.
18-23	AO1 Generally accurate observations about language features and appropriate groupings; generally accurate expression, some use of appropriate terminology. 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. AO4 Some understanding of a number of factors governing language used in selected texts. 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.
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 investigate texts; makes generally secure observations on texts and data. AO4 Sound understanding of factors governing language used in texts. AO5i Shows awareness of factors influencing form, meaning, diversity in selected texts; generally clear description and interpretation of distinctive features of selected texts.
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 Perceptive insight into many factors governing language used in texts. AO5i Shows understanding of factors influencing form, meaning, diversity in selected texts; clear description and interpretation of distinctive contextual features of selected texts.

Task 2 Mark Scheme (Skills Descriptors)

Marks	Skills Descriptors
0-5	AO1 Rudimentary observations on lexis, grammar and phonology; inadequate expression; minimal use of terminology – frequently misunderstood. AO3i Limited knowledge of one or two frameworks; unreliable and unsystematic minimal observations on texts and data. AO4 Attempts to comment on factors governing language in selected texts. AO5i Attempts a comment on one or two factors influencing form, meaning and diversity in selected texts; identifies a contextual feature of selected texts.
6-11	AO1 Some general observations on lexis, grammar and phonology; faulty expression, limited use of terminology and, sometimes, misunderstood. AO3i Limited attempt at application of frameworks, in general not reliable and rarely systematic; observations on text confined to isolated references. AO4 Aware of one or two factors governing language use in selected texts, though not always fully understood. AO5i Recognises one or two factors influencing form, meaning and diversity in selected texts; identifies one or two contextual features of selected texts.
12-17	AO1 Makes observations, not always accurately, about lexis, grammar and phonology with limited detail; accuracy falters, limited use of terminology. AO3i Attempts some application of frameworks but not always successfully, reliably or systematically; some valid observations on texts and data. AO4 Some informed awareness of a limited number of factors governing language use in selected texts. AO5i Able to recognise some features influencing form, meaning and diversity in selected texts; identifies some contextual features.
18-23	AO1 Generally accurate observations about lexis, grammar and phonology with some detail; generally accurate expression, some use of appropriate terminology. 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. AO4 Some awareness of a number of factors governing language used in selected texts. 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.
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.
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.