



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

English Language 5706
Specification B

ENB2 Language and Social Contexts

Mark Scheme

2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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 under examination conditions.

Aims

When marking your allocation of scripts your main aims are to:

1. Be positive and open-minded in your assessment. The questions have been designed to give candidates the opportunity to discuss specific data using a choice of frameworks, relevant ideas from language study and an appreciation of context. It is therefore important to assess the quality of the candidate's response on its own merits rather than judge it against some notion of an ideal standard. Remember that the majority of scripts you are assessing have been produced within the time constraints of an examination.
2. Annotate each script clearly and concisely by reference to the Examiner's Handbook and the Model Marked Script provided at the Standardisation Meeting. Formative comments in the left-hand margin should appear on every page and relate specifically to the appropriate part of the script. Summative comments should appear at the end of the answer to every question and should demonstrate how you have arrived at the numerical mark awarded. To this end some reference to the Mark Scheme and to Assessment Objectives is essential.
3. Apply and maintain a consistent standard of assessment for answers to all questions throughout the examining period.

Mark Scheme: All Questions

Marks	Content Descriptors
0-5	<p>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.</p> <p>AO3i Very limited attempt to apply frameworks, generally unreliable and unsystematic; observations on data confined to one or two references.</p> <p>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.</p> <p>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.</p>
6-11	<p>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.</p> <p>AO3i Limited attempt to apply frameworks, often unreliable and rarely systematic; observations on data confined to isolated references.</p> <p>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.</p> <p>AO5i Recognises one or two factors influencing form, meaning and diversity in data; identifies one or two contextual features of data.</p>
12-17	<p>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.</p> <p>AO3i Some application of frameworks but not always reliable, systematic or successful; some valid observations on data, occasionally exemplified.</p> <p>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.</p> <p>AO5i Recognises some factors influencing form, meaning and diversity in data; identifies some contextual features of data.</p>

18-23	<p>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.</p> <p>AO3i Application of frameworks, but not consistently reliable or systematic; some valid and sensible observations on data, sometimes exemplified.</p> <p>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.</p> <p>AO5i Some awareness of factors influencing form, meaning and diversity in data; identifies and interprets a number of contextual features of data.</p>
24-29	<p>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.</p> <p>AO3i Generally reliable and systematic application of frameworks; generally secure linguistic observations on data, often exemplified.</p> <p>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.</p> <p>AO5i Shows awareness of factors influencing form, meaning and diversity in data; generally clear description and interpretation of distinctive contextual features of data.</p>
30-35	<p>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.</p> <p>AO3i Reliable and systematic application of frameworks; informed linguistic observations on data, regularly and appropriately exemplified.</p> <p>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.</p> <p>AO5i Shows understanding of factors influencing form, meaning and diversity in data; clear description and thoughtful interpretation of distinctive contextual features of data.</p>

Indicative Content

Dialects of the British Isles:

- Discussion of the writer's use of dialect to present and develop character and atmosphere; use of dialect links the character with the regional characteristics of Cornwall – adds integrity to the story and a sense of location.
- Usually associate warmth, friendliness and trustworthiness with rural regional accents – this challenged by the unpleasant and mean nature of the character in the story – challenge to 'Cornish pasties' and 'clotted cream' stereotypes.
- Character recounts narrative of harsher realities of Cornish life c.f. beauty of countryside etc linked with Cornwall.
- Use of elision to show pronunciation of the accent, e.g. word endings – *coupl'a* (2) / *an'a* (3) / *standin'* (10) / *th'* (9) / *didn'* (13) / *'roun'* (17) initial sounds, e.g. *'Appy* (4) / *'r san'flies* (4) / *'ill* (11) middle sounds *san 'boys* (4) / *fr* (8).
- Phonological spelling to show accent, e.g. *bleddy* (7) / *greet* (7) / *rawd* (10) / *Alwees* (16) / *goo* (15) / *ur* (17/21) / *gwoin* (21).
- Spelling only an approximation – success depends on accuracy of writer in representing accent with orthographic symbols.
- Non-standard pronouns, e.g. *theys* (their) (18) / *un* (it) (8/11).
- Non-standard verbs, e.g. *they do call* (they call) (18).
- Non-standard prepositions, e.g. *a* (10) (of) / *be* (by) (19).
- Non-standard negative, e.g. *never seen nobody* (17).
- Non-standard dialect forms conform to stereotypes associated with older rural accents, e.g. verb forms, prepositions and pronoun usage – linked to relevant discussion of candidate's own knowledge of dialect.
- Informal lexical choices related to style of narration, e.g. *kids* (5) / *kiddies* (18) / *bleddy* (7/12).
- Politically incorrect lexical choices as indicator of era/character's values, e.g. *gippos* (12) / *in care* (19).
- Archaic expressions used to add to the character's age/background, e.g. *like lookin' at starvation* (11) / *bit of sport* (16).
- Relevant discussion of regional dialects being linked to a bygone era and values from previous generations.
- Relevant discussion of research by candidate or centre and theories.

Language and Technology:

- Specialised environment – high pressure to entertain/inform/evaluate.
- Use of jargon/sporting collections for speed and clarity of description of action and to give impression of knowledge and expertise e.g. *first attempt* (6) / *moved up into* (8) / *championship records* (10) / *new national record* (13) etc.
- Conversational register to add to shared personal experience and relationship with viewer, e.g. *gonna see that again* (15) / *I was kinda limping* (24) etc.
- Simple discourse markers, e.g. *and* / *well* and ellipsis, e.g. *looking good* (1) etc used because of speed of delivery and nature of task.
- Impact of replay on commentator's language – movement between tenses related to nature of action – present continuous as action takes place, e.g. *looking good* (1) – past when looking at replay, e.g. *it looked* (3) – back to present when replay over, e.g. *she's doing* (5) / *is going* (7).
- Use of modifiers to add emotional impact, e.g. *really really well* (7) / *very very simple* (3) / *pretty sure* (15) / *big disappointments* (19) / *really hurting* (23) etc.
- Frequency of pronoun usage by all – nature of environment / shared knowledge.
- Pragmatics of discussion related to Ankie's performance, e.g. *not really a reflection* (17) / *big disappointments* (19).
- Brief pauses but commentary style very fluid – commentators are professional and experienced c.f. language of Ankie – more non-fluency features (21-24).
- Movement between 'features' very slick – planning / experience / back-up of studio / Cram and Gunnell prepared and ready for change.
- Description of table of results quite technical, but supported by visual elements.
- Athletes referred to in a number of ways, e.g. full name *Jo Ankie* / *Kelly Sutherland* – surname only, e.g. *Inzikuro* / *Kiptum* – first name, e.g. *Jo* to add information for the viewer; confirming the expert knowledge of the commentators; bias towards own athletes – planning involved.
- Commentary supplements picture – therefore not all action needs to be described – additional info can be added to aid viewer entertainment.
- Movement between fact and opinion throughout – nature of genre – personal bias of commentators evident (British athletes competing).
- Visual aspects foregrounded by commentators – impression of watching with the viewer – shared context.

Language and Occupational Groups

- Layout organised for ease of reading and understanding in numbered (new number for each change of subject) and bullet pointed format (new bullet point for subsections) – bold for additional emphasis – formally structured.
- Initials used to show those attending the meeting or discussing a topic c.f. pupils named in full. Also used for speed/clarity for educational terms – would be understood by those attending, e.g. SCAT / H.E. / OCR.
- Semantic field of education, e.g. *tutors / absences / lessons / exclusion / bursaries / student / timetabled / boarders etc.*
- Educational collocations, e.g. *attitude to work / unexplained absences / parents' evening / extension studies / tutor group / five day exclusion.*
- Colloquial “*taking the mick*” used c.f. more formal nature of the document – possibly reflects the nature of the discussion surrounding this student.
- Use of passive voice to delete subject – nature of minutes and need for privacy, e.g. *It was suggested... / Tutors were reminded... etc – why?*
- Frequency of time adverbials, e.g. *last week / three days / next year etc.*
- Use of command sentences where action is necessary, e.g. *Put in blue forms etc.*
- Frequency of declarative sentences because of the context, e.g. *GDP will have 36 boarders... / Year 12 return on... / JD will not be returning...etc.*
- Use of modal verb ‘will’ throughout document to add emphasis.
- Use of ellipsis for ease and speed of communication – nature of document, e.g. *Peter Carr excluded for three days / Procedure for returning books etc.*
- Meeting will have followed an agenda set beforehand so that the tutors come prepared – therefore a controlled environment – AOB reflects need to extend discussions or introduce topics that were not on the agenda.
- Purpose and audience are highly specialised – minutes are a record of main points – not of everything said. Audience will be tutors and members of the school’s management team – therefore specialised lexical choices necessary for efficiency and clarity, rather than to exclude. Action points for tutors.
- Much of the discussion not in minutes – those in attendance will have shared context, e.g. *she is following up problems raised / Jake Dickinson will not be returning / Leavers Day...etc.*

Language and Gender

- Context is crucial in discussion of gender and language use for this data – it is a stereotypically female environment but there is a power hierarchy because of the roles of the woman (relevant i.l.s to back up points)
- Relevant discussion of stereotypes associated with women who work in the beauty industry and what data reflects about that
- Nature of transaction between the shop manager and customer is fairly simple but it takes some time and swings between transactional and interactional in purpose – why? (linked to relevant i.l.s)
- Role of the assistant is very limited – only speaks once and is overlapped by manager and is then left out of the conversation – challenge to gender norms?
- Much overlapping throughout the transcript – customer's overlaps are supportive feedback – manager interrupts colleague and customer in an apparently competitive way and changes the topic completely (17)
- Conversational features – frequency of contractions / filled pauses / simple connectives / incomplete and interrupted constructions / repetitions / pauses related to activity
- Discussion of expected 'female' conversational features – vague lang. / hedging / supportive feedback / development of ideas etc – linked to i.l.s
- Standard forms used in main by all speakers – overt prestige?
- Frequent topic shifts keep the conversation moving – mostly by manager
- Semantic field of health and beauty, e.g. *UVAs* (1) / *moisturiser* (9) / *higher factor* (20) / *barrier* (21) / *sun creams* (31) / *factor fifty* (35) – women's topic?
- Use of intensifiers, e.g. *really* (2) / *so* (33)
- Use of inclusive pronoun *we* (19-40) by manager after customer has bought product – why? – linked to gender expectations and i.l.s.
- References to stereotypical female topics, e.g. 'fragrances' (9) / 'children' (17) / 'skin problems' (26) and lexical choices, e.g. *ladies* (8) / *moisturiser* (9)
- Contrast between manager and customer is very marked – relevant discussion about what this reveals about gender studies – not as simple as the manager is talking about in a 'male' way
- Relevant discussion of deficit / dominance / difference models – linked to data