



## **General Certificate of Education**

# **English Language 5706** *Specification B*

**ENB2      Language and Social Contexts**

## **Mark Scheme**

*2008 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.

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**Mark Scheme: All Questions**

<b>Marks</b>	<b>Content Descriptors</b>
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>

### Language and Technology: indicative content

- graphological issues of layout and production – including punctuation – mimics spoken language, eg .... – recognised conventions of email
- changing levels of formality across the messages – movement from entirely transactional to elements of interactional
- ideas carried across the messages – linked communication and shared knowledge – therefore no need to repeat information
- nature of group identity and notional audience for each message – sometimes group explicitly addressed, eg *all members* – sometimes individuals singled out, eg *Thanks for the message Marcia/especially to Rachel* – no loss of meaning – why?
- non-standard spellings/features probably due to speed, eg *memebers/show&/capitals/symbols* – but left unchanged – typical of this type of user? Email usage not limited to young/business
- frequent reference to previous conversations/meetings – shared contexts
- email addresses – wide variety of monikers – personality driven/constraints of pre-existing addresses – gender issues?
- nature of writing is fairly telegraphic/elliptical in places – symbols are also used – but it maintains a SE focus largely – audience needs/committee context
- email correspondence is a cheap and effective method of communication for groups – can read at leisure and reply if/when want to – relevant discussion of the nature of group emails
- discussion of the contrast in style between Marcia and Sophie – different purposes of the messages/idiolect/familiarity with email
- relevant discussion of speech /writing boundaries – mix of spoken/grammatical rules and SE – traditional ‘letter’ style for messages/opening & closing sequences
- politeness features, eg *Thanks/Happy half term/Have a great half term* etc
- relevant discussion of constraints & affordances

**Language and Occupation: indicative content**

- semantic field of plumbing, eg *services/drains/outflow* etc – appropriate to nature of activity – shared knowledge between plumbers
- hierarchical nature of working environment – Ken is the owner & boss, but doesn't dominate the talk although does ask question (line 15) – control/status and use more formal version of Mick's name – poss. humour or dominance/clear seniority demonstrated in opening exchange (line 2)
- status issues in 2<sup>nd</sup> half – Peter (senior plumber) controls the discussion
- collaborative nature of talk (lines 20-42) – close working partnership/task orientated/frequent activity related to roles
- sense of group identity across whole extract – humour/shared references/informal address forms, eg *Uncle Mick/Mr B* etc
- mix of transactional and interaction talk – working relationships built over number of years – typical of working environment
- pronoun use reflects activity, eg 1<sup>st</sup> person plural *we* (lines 29-36) especially – discussion of work/frequent use of pronoun rather than names reflects nature of discourse and environment
- incomplete utterances/non-standard phonological feature (ing) – informality
- informal language choices – stereotypical of building work? Eg *sort out/gonna/out of road* (poss. features of idiolect)
- question/answer pairs structure early part of talk – typical of talk relating to activity and planning of tasks – cooperative, transactional talk
- deictic references throughout, eg *there/then/that* – related to activity
- hedging/pauses/positive feedback etc – all part of transactional talk
- transcript subverts expected 'builder' stereotypes to some extent – no swearing despite working male context – linked to i.l.s. (affection towards the dog and use of *Uncle Mick*)
- busy, noisy environment – office is the focus of activity in the morning
- pauses in talk reflect activity and thinking time
- Grice/social networks/power & status issues/relevant knowledge of work related talk and environments

**Language and Gender: indicative content**

- talk obviously affected by context – specific activity rather than spontaneous talk – may affect language choices and behaviour of speakers (link to i.l.s)
- different initial personal responses of the speakers to the picture: Joan & Nina more emotional – *scary/depressing*; Tom more academic/considered *otherworldly/surreal*
- frequent verbal agreement/support from Nina & Joan c.f. Tom
- women speak the most – poss. enjoy activity more (link to i.l.s)
- topic focus of Tom's talk v. interesting – focus on the technical details of the picture, eg *exposure/photography* & location – poss. Attempt to explain picture rather than describe
- Tom's talk has confident knowledge basis, eg *you'd know it was France/like a manor* (.) *presumably* – no challenge from women
- Tom's talk is not interrupted – though he talks less – why?
- both women return to photography topic initiated by Tom – Nina lines 29-30 & Joan line 24 – link to i.l.s.
- Joan appears to control the conversation – initiates & develops topics/uses humour/asks questions – poss. linked to role in group – also provides the most supportive feedback and talks the most – challenge to expectations?
- conversational features – frequency of contractions/filled pauses/simple connectives/incomplete and interrupted constructions/pauses
- frequency of modification by all speakers, eg *lovely colour/bit scary/quirky and eccentric people/quite surreal/more realistic* etc – poss. part of idiolect/gender issues/contextual pressure
- some conformation of expected 'female' stereotypes, eg tag question *doesn't it*/empty adjectives *lovely*/colour focus/supportive feedback/development of ideas/quantity of talk/asks questions
- some conformation of expected 'male' stereotypes, eg interrupts/technical topic focus/confident/considered/high register
- some challenge to both stereotypes – related to activity/relationships etc
- relevant discussion of deficit/dominance/difference models – used to illuminate data response

### Language and Power: indicative content

- graphology used to maximise audience impact:  
Text D: black background/image of young girl – impact of hairclip/skull/ghostly skin tones  
Text E: bright, attention-grabbing yellow/contrast of black font/use of capitals/list structure
- notional audience (D) possibly parents – age/connotations of responsibility cf. (E) possibly young males – discussion of content – highlights social as well as financial impact – possible priority for audience
- purpose of texts to change behaviour of drivers/challenges attitudes
- age and gender of potential ‘victim’ (D) adds to vulnerability/power of image
- use of first person (Text D) personalises consequences *I’ll* – gives the impression that the victim is judging the audiences behaviour/moral codes
- incomplete grammatical construction *Hit at* (D) repeated – persuasive technique/provides alternative outcomes for audience based on their driving choices
- recognised symbol for 30mph limit and slogan *THINK!* – link to reality
- use of pun (Text E) – faded out *R & V* – clever, but shocking in terms of message – use of imperative form also adds authority *Don’t...*
- Text E – writing focuses on the consequences of driving decisions and they are graded in terms of seriousness – focus on driver not victim c.f. Text D
- (E) clearly structured list – 10 consequences – possible religious connotations
- colloquial phrases, eg *sexy piece/mates/major stick/cadge/daawwh! get done* – add to impact/shock value rather than detract – why?
- contrast in formality across (E) – especially in the language of the lists
- use of premodification as persuasive device, eg *hefty fine/great parties* etc
- sexist language – appeals to audience? Eg *new sexy piece/steamy...* etc
- statements have a sense of certainty, modal verbs (*could/might/won’t*) only used from pt. 7-10 – possible intrusion of judgmental authorial p.o.v.
- sense of authority/social power structures, eg *get done* (police)/*the boss/insurance premium* – linked to age of audience and social position
- use of rhetorical techniques (E), eg repetition *lose*/triple phrasing *left, right and centre*/direct address *you*