



## **General Certificate of Education**

# **English Language 5706**

## *Specification B*

### **ENB1      Introduction to the Study of Language**

# **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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**Task 1 Mark Scheme**

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

<b>Marks</b>	<b>Content Descriptors</b>
0-5	<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; general comments.</p> <p>AO4 Mentions one or two ideas from language study without development.</p> <p>AO5 Very little contextual awareness: impressionistic generalised claims.</p>
6-11	<p><b>Answers at this level will usually respond but with limited explanation and reference to the texts.</b></p> <p>AO1 Knowledge of some language terms and concepts learned during the course (non-fluency features, dialect).</p> <p>AO3 Knowledge of some more accessible language frameworks: lexis and layout.</p> <p>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.</p> <p>AO5 Awareness of contextual factors mainly based on everyday awareness.</p>
12-17	<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><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 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 ideas and concepts in comments on groupings will be generally competent and insightful.</p> <p>AO5 There will be a demonstrated awareness of the link between context and register. Starts to engage with some of the subtleties.</p>
24-29	<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 (eg the differences within the same groupings).</p> <p>AO3 Pragmatic and grammatical awareness in addition to lexis and graphology.</p> <p>AO4 There will be a clear understanding of the very different speech styles represented in the data.</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><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 in addition to lexis and graphology.</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>

**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**

<b>Marks</b>	<b>Contents Descriptors</b>
0-5	<p><b>Little effective stylistic method for dealing with this question. Extreme brevity and consequent minimal and/or incomplete coverage (possibly due to time management difficulties).</b></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><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 ideas from language study 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>
12-17	<p><b>Evidence of more assured knowledge and understanding of stylistic method emerging but mainly surface features (lexis, graphology, semantics).</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><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 Ideas from language study will be linked convincingly to data and context.</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>
24-29	<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 Ideas from language study will be linked effectively to data and context.</p> <p>AO5 Salient features will be effectively related to contextual motivations.</p> <p>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.</p>
30-35	<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 Ideas from language study will be linked perceptively to data and context.</p> <p>AO5 Answers will identify salient linguistic features and relate these clearly and accurately to contextual motivation.</p>

## **Indicative content January 2008**

### **Task 1**

#### **Potential groups – not exhaustive:**

- **Entertain**
- **Instruct**
- **Persuade**
- **Multi-purpose**
- **Archaic**
- **Spoken**
- **Ellipsis**
- **Public audience**
- **Literary**
- **Direct address**
- **Imperatives**
- **Child narrators**
- **First person plural**
- **Mixed register**
- **Transcripts with two speakers.**

### **Text A**

#### **Transcript of start of tape guide to Ludlow Castle:**

- Use of first person plural 'we' as inclusive device
- Use of direct address
- Use of imperatives to instruct listener to move around castle
- Use of contractions to lower register
- Declaratives to convey information
- Use of pauses to allow listener to absorb information or carry out instruction
- Use of deixis (this, those) – due to shared context
- Use of prepositions
- Use of two voices m/f to sustain listeners' interest and to perform two different functions – one to instruct and the other inform.

### **Text B**

#### **Interview local radio:**

- Variety of pronoun use
- Fluent discourse of DJ compared with John
- Polite greetings
- Question/answer discourse structure
- Contrasting register of DJ and John
- Non-fluency features – false starts, fillers, pauses
- Use of clause initiators – 'well', 'so'
- Idiolectal features from John – 'you know', 'brilliant', 'boof', 'crazy'
- Overlap
- Feedback from Tim
- Non-standard verb choices from John – 'so I write this script', 'they come up to me' – dialectal?

### **Text C**

#### **A Child's Christmas in Wales:**

- First person plural narrative voice
- Poetic graphological layout
- Poetic pre-modification of nouns
- Use of represented speech
- Use of dialectal constructions in speech or childish register
- Discourse markers echo spoken language
- Complex sentence structures
- Use of the colon/semi colons to string clauses together
- Use of italics for emphasis
- Use of metaphor
- Use of repetition
- Use of ellipsis/trailing dots to signify song continues.

### **Text D**

#### **Police Appeal:**

- Insignia of police force to lend authority/importance to appeal
- Slogan for West Mercia police connotes teamwork and positive lexical choices may encourage readers to respond
- Placing of text at location close to robbery
- Graphology – use of emboldening and underlining to highlight information
- Precision of date, place and time
- But also use of 'approximately' to allow for other possibilities
- Register of police statements – unambiguous, politically correct
- Declarative mood
- Passive construction
- Past tense
- Use of occupational register – 'made off', 'robbery', 'stole cash' – slightly archaic
- Politically correct use of 'men of oriental appearance'
- Standard English
- Complex sentence structures.



### **Text E**

#### **Expedia Advert:**

- Intertextuality – advertisement disguised as weather forecast
- 'Advertisement' at top to signal this – probably for legal reasons
- Discourse structure mirrors that of forecast in Metro newspaper
- References to World Cup, including clichés commonly employed in commentary
- Many other clichés employed to humorous effect
- Assumed shared references about football
- Humour in question at end of 'Abroad Today' section
- Graphologically appealing with cloud possibly representing a football
- Graphological representation of different holidays resembling the symbols on weather forecasts
- Direct address
- Lexical choices from fields of weather and football
- Slogan and website address positioned top left/bottom right following reading conventions.

### **Text F**

#### **Down with Skool:**

- graphologically appealing picture of main character – school uniform clearly depicts formal, traditional possibly boarding school and character's expression creates humour
- use of deixis at start to refer to sketch
- first person
- low register
- spelling errors suggest hand of young inexperienced writer
- shared understanding with reader about nature of schooling/teachers
- use of abbreviations – may seem archaic, even inaccessible, now – 'algy', 'lat'
- use of capitalisation to draw attention to key themes in book to follow
- archaic lexical choices 'milkshops', 'oiks'
- lower case font choices/ non-standard
- represented chuckle – 'hem-hem'
- portrayal of 'molesworth' as subversive student – humorous
- role of first page as introduction
- direct address to invite reader to read rest of book.

### **Text G**

#### **Wiggly Wiggles Christmas greeting:**

- Graphology traditional – decorative border, candles, stars – looks like Christmas card
- Font choice – gothic apart from final, more direct and less formal message
- Archaic lexical choices
- Elevated lexical choices
- Hyperbole
- Use of ellipsis/trailing dots to lead reader to point of greeting
- Multiple purposes of text
- Conditional clause
- Direct address
- Alliteration
- Persuasive and informative purposes
- Positive adjectival choices.

### **Text H**

#### **Youth Hostel Association entry:**

- Graphologically helpful layout with symbols and emboldening – presumably consistent throughout guide for cross-referencing purposes
- Direct address
- Use of ellipsis
- Use of listing
- Use of imperatives
- Persuasive first section less formal with positive pre-modification and direct address
- Details more formal in second section
- Use of present tense participle
- Frequent use of proper nouns to refer to places
- Use of parenthesis in brackets to add extra information
- Use of ellipsis/trailing dots
- Shared awareness of map references and abbreviations with reader.