



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2003

GCE

English Language A

Unit ENA1

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Unit 1: Discovering Language

Distribution of Assessment Objectives and Weightings

The table below is a reminder of which Assessment Objectives will be tested by the questions and tasks completed by candidates and the marks available for them.

| Assessment Objective | 1 | 3i | 4 | 5i | Total |
|----------------------|----|----|----|----|-------|
| Language Analysis 1 | 5 | 20 | | 20 | 45 |
| Language Analysis 2 | 5 | 20 | | 20 | 45 |
| Language Issues | 10 | | 40 | | 50 |

Section A – Language Analysis

1. For each question:

- award a mark out of 20 for AO3i
- award a mark out of 20 for AO5i
- add together and give a ringed total out of 40 for each question

E.g.

AO3i 12
AO5i 12

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(24)

2. Based on both the responses in Section A:

- award a ringed mark out of 10 for AO1
- place it after the total for Question 2

E.g.

(24)
AO1 (7)

Section B – Language Issues

- award a mark out of 20 for AO4 and double it
- award a mark out of 10 for AO1
- add together and give a ringed total out of 50

E.g.

AO4 2×12
24
AO1 5

(29)

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| <p>Q1</p> | <p>Key Words: Comment linguistically – distinctive features. Explain – how they contribute – text’s meanings: information and ideas/influence and affect audience.</p> <p>Assessment Focuses: Quality of expression – application of Linguistic Frameworks for the Analysis – identifying/describing/interpreting significant language features.</p> | | |
| <p>Mark</p> | <p>AO3i Know and use key features of frameworks for the systematic study of spoken and written English.</p> | <p>Mark</p> | <p>AO5i Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.</p> |
| <p>15-20</p> | <ul style="list-style-type: none"> • Appropriate range of features explored. • Clear and accurate description of distinctive language features and patterns using frameworks. • Rare errors. • <i>Describes some of: present tense, perfectives, progressives, modals, conjunctions, superlatives, types of adverb.</i> • <i>Gives perceptive overview of lexical features: time words, nature/conservation vs modernity.</i> • <i>Integrates analysis of different features.</i> | <p>15-20</p> | <ul style="list-style-type: none"> • Confident description and exploration of language features and their explanatory context. Close detailed points. • A subtle interpretation drawing on and integrating various levels of description. Engagement with text’s meaning, purpose and effects. • Well integrated use of examples and quotation. • <i>Explores meanings of verb tenses and forms, modals.</i> • <i>Responds to word play, patterns, repetition, contrast.</i> • <i>Shows some overview: eg. time references, urgency, minimisation/intensification, sense of structure.</i> |
| <p>11-14</p> | <ul style="list-style-type: none"> • Evidence of some range or depth. • Describes a range of significant language features or patterns using lex-sem, gramm, phon frameworks. • Largely accurate. • <i>Describes word classes – proper nouns, nouns, adjectives, verbs, adverbs.</i> | <p>11-14</p> | <ul style="list-style-type: none"> • Describes a range of significant language features. • Understands context’s influence clearly and in detail and interprets text’s communicative intent. • Fully supported. • <i>Writes closely on word classes and what they convey.</i> • <i>Shows understanding of problems and solutions.</i> • <i>Engages in detail with how the Trust is represented.</i> |
| <p>9-10</p> | <ul style="list-style-type: none"> • Consistent use of linguistic frameworks. • Describes a range of significant language features or patterns using lex-sem, gramm, phon frameworks. • Basically accurate. • <i>Describes address: 1st and 2nd person pronouns/direct address.</i> | <p>9-10</p> | <ul style="list-style-type: none"> • Describes key features of language variation. • Understanding of effect of context and what texts are trying to communicate. • Illustrated points. • <i>Analyses self- presentation, personal and direct address.</i> • <i>Makes some comment on persuasive strategies.</i> |

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| 7-8 | <ul style="list-style-type: none"> • Uses a linguistic framework. Identifies and attempts to describe relevant language features. • Uncertainty of description – some errors occur. • <i>Comments on denotations and connotations, simile.</i> | 7-8 | <ul style="list-style-type: none"> • Distinguishes some features of language variation. • Awareness of effect of context and what texts are trying to communicate. • Illustrated points. • <i>Looks at some ideas about woodland.</i> • <i>Comments on word choice and connotations.</i> |
| 5-6 | <ul style="list-style-type: none"> • Attempts to use frameworks for description. • Identifies some relevant language features – occasional accuracy of description. • <i>Focuses partially on language – dwells on content.</i> • <i>Identifies semantic fields, level of formality.</i> | 5-6 | <ul style="list-style-type: none"> • Identifies some features of language variation. • Some use of content: specific references/examples/quotation. • Broad awareness that context has influenced language use. • <i>Shows general sense of persuasive purposes.</i> • <i>Gives broad comments about audience, fields and formality.</i> |
| 3-4 | <ul style="list-style-type: none"> • Attempts to use frameworks but minimal accuracy achieved. • Quotes judiciously without linguistic description. • <i>Identifies unhelpful linguistic features and labels with no sense of distinctiveness/significance.</i> | 3-4 | <ul style="list-style-type: none"> • Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation. • Superficial reactions to texts. • <i>Gives well selected but unanalysed quotations.</i> • <i>Summarises what writer says.</i> |
| 1-2 | <ul style="list-style-type: none"> • Minimal engagement with language of the data extracts. • Rare quotations or reference to the language of the extracts. | 1-2 | <ul style="list-style-type: none"> • Major misunderstanding of audience/purpose/context/content/ meaning. • <i>Rarely comments on details of the text.</i> |
| 0 | <ul style="list-style-type: none"> • No engagement with data extracts. | 0 | <ul style="list-style-type: none"> • Text or data has no influence on the work. |

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| Q2 | <p>Key Words: Comment linguistically – distinctive features. Explain – how they contribute – texts’ meanings.</p> <p>Assessment Focuses: Quality of expression – application of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features.</p> | | |
| Mark | AO3i Know and use key features of frameworks for the systematic study of spoken and written English. | Mark | AO5i Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context. |
| 15-20 | <ul style="list-style-type: none"> • Appropriate range of features explored. • Clear and accurate description of distinctive language features and patterns using frameworks. • Rare errors. • <i>Explores some of: verb tenses, progressives, modals, conjunctions, types of adverb, deixis.</i> • <i>Gives overview of lexical features and style.</i> • <i>Integrates different levels of analysis.</i> | 15-20 | <ul style="list-style-type: none"> • Confident description and exploration of language features and their explanatory context. Close detailed points. • A subtle interpretation drawing on and integrating various levels of description. Engagement with texts’ meaning, purpose and effects. • Well integrated use of examples and quotation. • <i>Explores meanings of verb tenses and forms, modals.</i> • <i>Gives overview of context/address/method.</i> • <i>Shows overview: representation of genetics; making personal/accessible/dramatic/lively; subtle on shifts of tone.</i> |
| 11-14 | <ul style="list-style-type: none"> • Evidence of some range or depth. • Describes a range of significant language features or patterns using lex-sem, gramm, phon frameworks. • Largely accurate. • <i>Describes word classes.</i> • <i>Examines use of parallel vocabulary items, abstract nouns, concrete nouns, adjectives, verbs, adverbs.</i> | 11-14 | <ul style="list-style-type: none"> • Describes a range of significant language features. • Understands context’s influence clearly and in detail and interprets texts’ communicative intent. • Fully supported. • <i>Writes closely on word classes.</i> • <i>Engages consistently with the argument.</i> • <i>Sees something of the method and approach.</i> |
| 9-10 | <ul style="list-style-type: none"> • Consistent use of linguistic frameworks. • Describes significant language features or patterns using lex-sem, gramm, phon frameworks. • Basically accurate. • <i>Describes address: 1st and 2nd person.</i> | 9-10 | <ul style="list-style-type: none"> • Describes key features of language variation. • Understanding of effect of context and what texts are trying to communicate. • Illustrated points. • <i>Analyses personal/inclusive styles and direct address.</i> • <i>Makes some comment on argument.</i> |

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| 7-8 | <ul style="list-style-type: none"> • Uses a linguistic framework. Identifies and attempts to describe relevant language features. • Uncertainty of description – some errors occur. • <i>Comments on denotations and connotations.</i> • <i>Comments on non-fluency.</i> | 7-8 | <ul style="list-style-type: none"> • Distinguishes some features of language variation. • Awareness of effect of context/what text communicates. • Illustrated points. • <i>Looks at lecture style for audience.</i> • <i>Comments on word choice and connotations.</i> • <i>Shows some awareness of mode/situation.</i> |
| 5-6 | <ul style="list-style-type: none"> • Attempts to use frameworks for description. • Identifies some relevant language features – occasional accuracy of description. • <i>Focuses partially on language – dwells on content.</i> • <i>Identifies semantic fields, jargon, level of formality.</i> | 5-6 | <ul style="list-style-type: none"> • Identifies some features of language variation. • Some use of content: specific references/examples/quotation. • Broad awareness that context has influenced language use. • <i>Shows general understanding of scientific focus.</i> • <i>Gives broad comments about style, fields and formality.</i> |
| 3-4 | <ul style="list-style-type: none"> • Attempts to use frameworks but minimal accuracy achieved. • Quotes judiciously without linguistic description. • <i>Identifies linguistic features and labels with no sense of distinctiveness/significance.</i> | 3-4 | <ul style="list-style-type: none"> • Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation. • Superficial reactions to texts. • <i>Gives well selected but unanalysed quotations.</i> • <i>Summarises what speakers say.</i> |
| 1-2 | <ul style="list-style-type: none"> • Minimal engagement with language of the data extracts. • Rare quotations or reference to the language of the extracts. | 1-2 | <ul style="list-style-type: none"> • Major misunderstanding of audience/purpose/context/content/meaning. • <i>Rarely comments on details of the text.</i> |
| 0 | <ul style="list-style-type: none"> • No engagement with data extracts. | 0 | <ul style="list-style-type: none"> • Text or data has no influence on the work. |

| Q1 and 2 | |
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| Mark | AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression. |
| 8-10 | <ul style="list-style-type: none"> • Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register. |
| 6-7 | <ul style="list-style-type: none"> • Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register. |
| 5 | <ul style="list-style-type: none"> • Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite if inconsistent linguistic register. |
| 4 | <ul style="list-style-type: none"> • Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register. |
| 3 | <ul style="list-style-type: none"> • Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms. |
| 2 | <ul style="list-style-type: none"> • Intrusive basic errors (sentence punctuation, there/their etc). • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms. |
| 1 | <ul style="list-style-type: none"> • Major flaws in language. • Communication impeded – but some points are conveyed. |
| 0 | <ul style="list-style-type: none"> • Total irrelevance/incomprehensible. |

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| Q3 | Key Words: How significant are the ways the English language represents women and men? | | |
| | Assessment Focuses: Quality of expression – understand and discuss how words represent groups and associated linguistic concepts – explore the issue of the significance of linguistic representations. | | |
| Mark | AO1: Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression. | Mark | AO4: Understand, discuss and explore concepts and issues relating to language in use. |
| 8-10 | <ul style="list-style-type: none"> • Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register. | 15-20 | <ul style="list-style-type: none"> • Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • <i>Well selected vocabulary demonstrating a full range of issues.</i> • <i>Comments on different views of language and its connection with social values: universalist/determinist/reflectionist models.</i> • <i>Strong awareness of social and cultural contexts, e.g. different attitudes to PC; processes of language change.</i> • <i>Argues a case about the significance of language.</i> |
| 6-7 | <ul style="list-style-type: none"> • Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register. | 11-14 | <ul style="list-style-type: none"> • Depth/range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Most words given sharp linguistic discussion.</i> • <i>Shows convincing knowledge of a range of research.</i> • <i>Clear grasp of the issue of representation: lexical gaps, over-representation, images conveyed.</i> • <i>Makes sustained comments on significance of words.</i> |
| 5 | <ul style="list-style-type: none"> • Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite if inconsistent linguistic register. | 9-10 | <ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Discusses some words linguistically eg. generics, suffixes.</i> • <i>Outlines some researchers and ideas about significance of language without close link to task.</i> • <i>Offers some limited comment about significance.</i> |

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| 4 | <ul style="list-style-type: none"> Occasional technical errors. Expression suitable for ideas. Structure/organisation emerge. Some control of linguistic register. | 7-8 | <ul style="list-style-type: none"> Familiarity with linguistic ideas, concepts and research. Makes sustained explanations. <i>Makes occasional linguistic comment on some words eg. denotation/connotation, metaphor.</i> <i>Shows some awareness of linguistic debates – name-dropping or partially understood references.</i> |
| 3 | <ul style="list-style-type: none"> Frequent errors. Conveys basic ideas. Scatter gun structure. Occasional use of linguistic terms. | 5-6 | <ul style="list-style-type: none"> Awareness of linguistic ideas, concepts and research. Awareness of linguistic approaches. <i>Comments on the meanings and representations of words.</i> <i>Limited range of examples.</i> <i>Broad expression of significance.</i> |
| 2 | <ul style="list-style-type: none"> Intrusive basic errors (sentence punctuation, there/their etc). Simple expression – conveys basic points. Short/incomplete work. Misunderstanding of linguistic terms. | 3-4 | <ul style="list-style-type: none"> Anecdotal/descriptive with implicit relevance. Uncertain about how to carry out linguistic study. <i>Identifies words but does not comment on them/does not convey the issues clearly.</i> <i>Does not focus on gender and language.</i> <i>Broad assertion- eg. words are offensive.</i> <i>Non-linguistic discussion of words/issues.</i> |
| 1 | <ul style="list-style-type: none"> Major flaws in language. Communication impeded – but some points are conveyed. | 1-2 | <ul style="list-style-type: none"> Little focus on linguistic issues. <i>Generalised discussions of PC or sexism issues without focus on language.</i> |
| 0 | <ul style="list-style-type: none"> Total irrelevance/incomprehensible. | 0 | <ul style="list-style-type: none"> No understanding of anything concerned with the study of language. |

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| Q4 | <p>Key Words: Give examples of how children develop their ability to use the grammar of English. What do your examples reveal about the nature of children’s language acquisition?</p> <p>Assessment Focuses: Quality of expression – understand and discuss examples of the language used by children – explore the nature of the acquisition process.</p> | | |
| Mark | AO1: Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression. | Mark | AO4: Understand, discuss and explore concepts and issues relating to language in use. |
| 8-10 | <ul style="list-style-type: none"> • Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register. | 15-20 | <ul style="list-style-type: none"> • Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others’ ideas. • <i>Well selected examples demonstrating a full range of issues.</i> • <i>Explicit understanding of active/deductive process.</i> • <i>Shows a synthesised overview of nature of process.</i> • <i>Argues against behaviourist theories, using evidence; sees place of imitation; links cognitive theory to examples.</i> • <i>Considers correction issues.</i> |
| 6-7 | <ul style="list-style-type: none"> • Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register. | 11-14 | <ul style="list-style-type: none"> • Depth/range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Able to look at some features in detail, especially morphological ones.</i> • <i>Shows convincing knowledge of research and concepts, eg. semantic relations.</i> • <i>Expresses a developed view of the nature of the acquisition process.</i> • <i>Rejects simple behaviourist views.</i> |
| 5 | <ul style="list-style-type: none"> • Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite if inconsistent linguistic register. | 9-10 | <ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Able to make comments about particular examples or features, eg. word classes.</i> • <i>Refers to researchers and ideas about acquisition in detail but without close focus on grammar.</i> • <i>Offers some view of nature of acquisition.</i> |

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| <p>4</p> <ul style="list-style-type: none"> • Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register. | <p>7-8</p> <ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Describes one-word, two-word and telegraphic stages.</i> • <i>Undeveloped references to theories – name – dropping.</i> • <i>Broad/implicit understanding of active/deductive processes.</i> |
| <p>3</p> <ul style="list-style-type: none"> • Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms. | <p>5-6</p> <ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • <i>Shows some awareness of grammatical features.</i> • <i>Limited range of examples.</i> |
| <p>2</p> <ul style="list-style-type: none"> • Intrusive basic errors (sentence punctuation, there/their etc). • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms. | <p>3-4</p> <ul style="list-style-type: none"> • Anecdotal/descriptive with implicit relevance. • Uncertain about how to carry out linguistic study. • <i>Identifies examples but does not comment on them/does not convey the issues clearly. Broad assertions.</i> • <i>Generalised/lay discussions of linguistic developments.</i> |
| <p>1</p> <ul style="list-style-type: none"> • Major flaws in language. • Communication impeded – but some points are conveyed. | <p>1-2</p> <ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Generalised discussions of children's development without language focus.</i> |
| <p>0</p> <ul style="list-style-type: none"> • Total irrelevance/ Incomprehensible. | <p>0</p> <ul style="list-style-type: none"> • No understanding of anything concerned with the study of language. |