Mark scheme
June 2003

GCE

English Language A

Unit EA2W

Unit EA2W: Using Language

Distribution of Assessment Objectives and Weightings

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

Unit 2

Assessment Objective	1	2	3i	5i	Total
Question 1 Language Analysis 1	10		10	10	30
Question 2 Language Production		30			30
Question 3 Language Production 2		30			30
Question 4 Commentary	10	20			30

Question 1 – Language Analysis 1

- award a mark out of 10 for AO1 and place in the margin
- award a mark out of 10 for AO3i and place in the margin
- award a mark out of 10 for AO5i and place in the margin
- add together and give a ringed total out of 30

$$
\begin{array}{ll}
\text{E.g.} \quad \text{AO1} & 6 \\
\text{AO3i} & 6 \\
\underline{\text{AO5i}} & \underline{7} \\
& \boxed{19}
\end{array}
$$

Question 2 – Language Production.

- award a mark out of 10 for AO2a and place in the margin
- award a mark out of 10 for AO2b and place in the margin
- award a mark out of 10 for AO2c and place in the margin
- add together and give a ringed total out of 30

$$
\begin{array}{ll}
\text{E.g.} \quad \text{AO2a} & 5 \\
\text{AO2b} & 6 \\
\underline{\text{AO2c}} & \underline{6} \\
& \boxed{17}
\end{array}
$$

Question 3 – Language Production 2

- award a mark out of 10 for AO2a and place in the margin
- award a mark out of 10 for AO2b and place in the margin
- award a mark out of 10 for AO2c and place in the margin
- add together and give a ringed total out of 30

$$\text{E.g.} \quad \begin{array}{ll} \text{AO2a} & 5 \\ \text{AO2b} & 6 \\ \text{AO2c} & 6 \\ \hline & \boxed{17} \end{array}$$

Question 4 – Commentary

- award a mark out of 10 for A02, double it and place in the margin
- award a mark out of 10 for A01 and place in the margin
- add together and give a ringed total out of 30

$$\text{E.g.} \quad \begin{array}{ll} \text{A02} & 5 \times 2 \\ & 10 \\ \text{A01} & 5 \\ \hline & \boxed{15} \end{array}$$

AQA

Q1	**Key words:** Comment linguistically – significant features – explain – how they contribute – text's meanings: vocabulary – meanings- effects grammatical features – sentence functions, types & structures- inform, educate and entertain. **Assessment Focuses:** Quality of expression – selection/application of LFA – identifying significant language features – explaining and interpreting language use.		
Mark	**AO3 i** **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.**
8-10	- Appropriate range of features explored. - Clear and accurate description of distinctive language features and patterns using lexical-semantic, grammatical, phonological frameworks. - Rare errors. *Uses sentence and clause analysis.* *Looks closely at the function of different sentence types.* *Discusses verb tenses e.g .the simple present, present progressive, the simple past & the present perfect.* *Considers the use of active voice.* *Considers adverbials of time, manner and place.* *Looks closely at spoken language features e.g. ellipsis, deixis, non-standard grammar.* *Integrates different levels of analysis.*	**8-10**	- 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. - Well integrated use of examples and quotations. - Engagement with text's meaning, purpose and effects. *Discussion of informing, educating and entertaining the audience.* *Analyses information structure and development of ideas.* *Exploration of Text B's different voices and standpoints.* *Detailed explanation of stylistic effects e.g. the stylistic mixing in Text A.* *Looks closely at the language of marketing/promotion in Text B.* *Explores the opposition between Britain and Italy in Text B.* *Detailed exploration of interpersonal context: co-operative/collaborative/supportive talk in Text A.*

6-7	- Evidence of some range or depth. - Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. - Largely accurate. *Types of vocabulary e.g. looks at the semantic field of pasta.* *Describes positive lexis.* *Describes word classes precisely e.g. noun types (proper, common, abstract and concrete), pronoun types (personal and possessive), adjectives and links to purposes.* *Engages with purpose of sentence types and functions.* *Describes spoken language features accurately. E.g. elision, colloquialism.*	**6-7**	- Describes a range of significant language features. - Clear and detailed understanding of context's influence. - Interprets text's communicative intent. - Fully supported. *Close reading of words' contribution.* *Discussion of styles for e.g. sees both informal and formal features.* *Explores audience address.* *Aware of textual patterns e.g. the framing comments made by chef Alan Coxon in Text B.* *Explores some markers of shared knowledge/shared frame of reference in Text A.*
5	- Consistent use of linguistic frameworks. - Describes significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. - Basically accurate. *Uses word classes broadly; describes modification.* *Generalised discussion of sentence types/functions.* *Describes some spoken and scripted features.*	**5**	- Describes key features of language variation. - Understands effects of context. - Understanding of what text is trying to communicate. - Illustrated points. *Looks at how the texts are geared to informing, educating and entertaining their audience.*
4	- Uses a linguistic framework. - Identifies and attempts to describe relevant language features. - Uncertainty of description – some errors occur. - Restricted range. *Broad analysis of semantic fields e.g. food.* *Some limited descriptions of spoken and scripted features.*	**4**	- Distinguishes some features of language variation. - Awareness of what texts are trying to communicate. - Illustrated points. *Looks at broad fields of meaning.* *Comments on some word choices.* *Identifies for e.g. informing function only.*
3	- Attempts to use frameworks for description. - Identifies relevant language features *e.g. semantic features.* - Occasional accuracy of description. - Weak focus on language – tendency to dwell on content. *Broad discussion of fields.*	**3**	- Identifies some features of language variation. - Some use of content: specific references/example/quotation. - Broad awareness that context has influenced language use. *Identifies audience address.*

AQA

2	- Attempts to use frameworks but minimal accuracy achieved. - Feature spotting not tied to any analysis. - Simply identifying linguistic features and labelling with no sense of purpose. *Lists for e.g. nouns.* *Quotation without linguistic description.*	2	- Simple/generalised/descriptive accounts of the content of the text. - Paraphrase. - Excessive quotation. - Superficial reactions to texts. - Summary of text.
1	- Minimal engagement with language of the data extracts. - Rare quotations or reference to the language of the extracts.	1	Major misunderstanding of audience/purpose/context/content/ meaning.
0	No engagement with the data extracts.	0	Text has no influence on the work.

Mark	AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and coherent written expression.
8-10	• Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
6-7 5	• Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register. • Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite, if inconsistent, linguistic register.
4 3	• Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register. • Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.
2 1 0	• Intrusive basic errors (sentence punctuation, there/their etc). • Simple expression – conveys basic points. • Short/incomplete work. • No use of/complete misunderstanding of linguistic terms. • Major flaws in language. • Communication impeded but some points are conveyed. • Total irrelevance. • Incomprehensible.

AQA

Q2	**Key words:** Sequence of scripted scenes - BBC2 Open University television programme- *Ever Wondered About Food*- topic – tomatoes- provide information – interesting – educational – entertaining way – 350 words **Texts C, D, and E.** **Assessment focuses:** Selection and adaptation of source idea – form and shaping – stylistic choices – writing for audience and purpose – following genre.		
Mark	**AO2** **Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic choices to explain and comment on choices made.**		
	A Content	**B Form**	**C Style**
8-10	• Interesting and engaging content for audience and purpose. • *Overview.* • *Omission of information not relevant to new audience.* • *Sources thoroughly and skilfully transformed.*	• Skilful and knowledgeable use of forms. • Reader guided. • Some ability to innovate/take risks. • Well constructed. • *Interesting and lively script that communicates effectively.* • *Highly cohesive.*	• Close attention to the communication of meaning. • Judicious choices. • Stylish. • A texts that works. • Complexity and difficulty handled well. • Rare errors. • *Control of syntactic patterns for effect.* • *Stylish use of sentence effects.* • *Controls address.* • *Different voices created and sustained.*
6-7	• Content well selected for specific audience and purpose. • *Sources assimilated and transformed.* • *Salient content identified.*	• Convincing control of form, paying attention to genre and needs of audience. • *Appropriate layout, contextualisation and sentencing.*	• Style sustained. • Shaping at all levels. • Straightforward styles used. • Accuracy firmly controlled. • Appropriate sentence styles. • *Vocabulary is carefully chosen.* • *Audience is appropriately addressed.* • *Controlled and clear styles varying with voice.* • *Some slips.*
5	• Developed content that fulfils the task. • *A recognisably new text is created.*	• Competent handling of a form, showing knowledge of requirements and conventions. • *Different textual segments.* • *Clearly recognisable as a section from a television script.*	• Controlled and clear style employed. • Some slips. • Infrequent technical errors. • *Some useful stylistic variation.*

4	• Developed and appropriate content with some gaps. • *Transformation occurs.* • *Sources used to characterise the section.*	• Clear structural elements. • Basic handling of form. • Simple forms. • *Speakers clearly indicated.*	• Style shaped for audience and purpose. • Occasional errors. • *Use of convincing address.* • *Some limited differentiation of voices.*
3	• Sustained content – broadly appropriate for audience/purpose. • Some unnecessary content. • *Closely reliant on source texts.* • *Limited range in terms of content or function.* • *Some identification of relevant points.*	• Some awareness of textual structures/conventions. • *Some direction to text.* • *Awareness of script and context.*	• Style modified for audience and purpose. • Inconsistent. • Frequent errors. • *Some stylistic shifting between voices.*
2	• Undeveloped content. • Unlikely to engage/satisfy audience. • *Unassimilated sources.*	• Simple organisational features. • Limited realisation of conventions. • *Overlong sentences.* • *Lacks direction.* • *Not script like.*	• Simple style broadly shaped for audience and purpose. • Intrusive basic errors. • Untransformed sources. • *Very limited communication.*
1	• Simple outline. • Rough notes. • *Fragmented.*	• Rudimentary form. • *Reliant on the form of the source.*	• Major flaws in language. • *Communication impeded.*
0	• Insubstantial.	• No sense of form or shaping of material.	• *Fails to communicate.*

AQA

Q3	**Key words:** Short article - supermarket magazine – tomatoes -. Promote interest – encourage sales – 250 words – brief indications of design features **Texts C, D and E.** **Assessment focuses:** Selection and adaptation of source ideas – form and shaping – stylistic choices – writing for audience and purpose – following genre.		
Mark	**AO2** **Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.**		
	A Content	**B Form**	**C Style**
8-10	• Interesting and engaging content for audience and purpose. • *Comprehensive and detailed description.* • *Omission of information not relevant to audience and purpose.* • *Thorough and skilful transformation of sources.*	• Skilful and knowledgeable use of forms. • Reader guided. • Some ability to innovate/take risks. • Well constructed. • *Lively article that communicates effectively.* • *Highly cohesive.*	• Close attention to the communication of meaning. • Judicious choices. • Stylish. • Texts that work. • Complexity and difficulty handled well. • Rare errors. • *Control of syntactical patterns for effect.* • *Stylish use of sentence effects.* • *Controls address.*
6-7	• Content well selected for specific audience and purpose. • *Sources assimilated and transformed.* • *Salient content identified.*	• Convincing control of form, paying attention to genre and needs of audience. • *Appropriate layout, paragraphing and sentencing.* • *Well organised.*	• Style sustained. • Shaping at all levels. • Accuracy firmly controlled. • *Vocabulary carefully chosen.* • *Audience appropriately addressed.* • *Controlled and clear style.* • *Some slips.*
5	• Developed content that fulfils the task. • *A recognisably new text is created.*	• Form competently handled, showing knowledge of requirements and conventions. • *Different textual segments.* • *Clearly recognisable as an article from a supermarket magazine.*	• Infrequent technical errors. • *An overly formal style is avoided.*

4	• Developed and appropriate content with some gaps. • *Transformation occurs.* • *Sources used to characterise the section.*	• Clear structural elements. • Basic handling of a form. • *Simple forms.* • *Some sub-editorial awareness.*	• Style shaped for audience and purpose. • Occasional errors. • *Use of convincing address.*
3	• Sustained content – broadly appropriate for audience/purpose. • Some unnecessary content. • *Closely reliant on source texts.* • *Limited range in terms of content or function.* • *Some identification of relevant points.*	• Awareness of textual structures/conventions. • *Some direction to text.*	• Style modified for audience and purpose. • Inconsistent. • Frequent errors. • *Some stylistic shifting.*
2	• Undeveloped content. • Unlikely to engage/satisfy audience/purpose. • Unassimilated sources.	• Simple organisational features. • Limited realisation of conventions. • *Overlong sentences.* • *No sub-editorial control.*	• Simple style broadly shaped for audience and purpose. • Intrusive basic errors. • Untransformed source language. • *Very limited communication.*
1	• Simple outline. • Rough notes. • *Fragmented.*	• Rudimentary form. • *Reliant on the form of the sources.*	• Major flaws in language. • *Communication impeded.*
0	• Insubstantial.	• No sense of form or shaping of material.	• *Fails to communicate.*

AQA

Q4	**Key words:** Linguistic devices – television script & magazine article- suitable – two different audiences – examples – illustrate – provide reasons – linguistic choices.		
	Assessment focuses: Quality of expression – selection/application of LFA – exploring audience/purpose – explaining and commenting on language use.		
Mark	**AO2** **Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.**		**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	• Clear overview of how to create appropriate effects for audience and purpose, showing a good understanding of how language works at different levels. • *Analyses communicative strategies employed to engage and involve the two different audiences.*		• Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
6-7	• Distinguishes a range of significant stylistic features. • Clear and detailed comment on texts' communicative intent. • Fully supported, showing linguistic insight. • *Looks at sentence functions and types.*		• Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
5	• Distinguishes key features of style and effects created. • Illustrated points using linguistic knowledge. • *Explores issues of address.* • *Deals with key word classes.*		• Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite, if inconsistent, linguistic register.
4	• Some identification of language features used. • Some use of linguistic frameworks or concepts. • *Some discussion of address.*		• Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register.
3	• Awareness of effect of audience and purpose and own intentions shown. • *Identifies examples of genre: mainly vocabulary/formality.*		• Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.

2	• Descriptive accounts of texts written: explains content. • Unanalysed quotations or examples.		• Intrusive basic errors (sentence punctuation, there/their etc). • Simple expression – conveys basic points. • Short/incomplete work. • No use of/complete misunderstanding of linguistic terms.
1	• Minimal commentary on the texts.		• Major flaws in language. Communication impeded but some points are conveyed.
0	• No reference to candidate's own texts.		• Total irrelevance/ incomprehensible.

AQA