



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

English Language A

Unit ENA1

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Unit ENA1: 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.

Unit 1

Assessment Objective	1	3i	4	5i	Total
Language Analysis 1	5	20		20	45
Language Issues	5		20		25

Section A – Language Analysis

- award a mark out of 20 for AO3i in the margin
- award a mark out of 20 for AO5i in the margin
- add together and give a ringed total out of 40

E.g.

AO3i	12
AO5i	12
	24

Section B – Language Issues

- award a ringed mark out of 20 for AO4 in the margin

E.g.

AO4	14
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AO1 – Quality of Writing

- based on both answers, award a ringed mark out of 10 in the margin

E.g.

AO1	6
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Q1	<p>Keywords: Comment linguistically - significant features Explain - how they contribute – texts’ meanings: audience/ information/persuade.</p> <p>Assessment Focuses: Quality of expression – application of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features.</p>		
Mark	<p>AO3i Know and use key features of frameworks for the systematic study of spoken and written English.</p>	Mark	<p>AO5i Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.</p>
15-20	<ul style="list-style-type: none"> • Appropriate range of features explored. • Clear and accurate description of significant language features and patterns using frameworks. • Rare errors. • <i>Describes some of: present tense, progressives, imperatives, modals, conjunctions, comparatives, types of adverb.</i> • <i>Gives perceptive overview of lexical features: word play, new words/meanings, allusions, styles.</i> • <i>Integrates analysis of different features.</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 text’s meaning, purpose and effects. • Well integrated use of examples and quotation. • <i>Explores meanings of verb tenses/forms, modals, adverbs.</i> • <i>Responds to word play, patterns, repetition, contrast.</i> • <i>Shows some overview: e.g. expressiveness, humour, parody, structure, allusion, mixed functions, advertising, different approaches/methods.</i>

<p>11-14</p> <p>9-10</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 e.g.– proper nouns, nouns, adjectives, verbs, adverbs.</i> <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 pronouns.</i> 	<p>11-14</p> <p>9-10</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 adjectives/exaggeration.</i> • <i>Engages in detail with how the products are represented.</i> <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>Identifies personal and direct address.</i> • <i>Makes some comment on persuasive strategies: offers (Virgin); features and functions (Nokia).</i> • <i>Notes humour.</i>
<p>7-8</p> <p>5-6</p>	<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>Identifies fields, jargon, alliteration.</i> <ul style="list-style-type: none"> • Attempts to use frameworks for description. • Identifies some relevant language occasional accuracy of description. • <i>Focuses partially on language: level/formality.</i> • <i>Dwells on graphology.</i> 	<p>7-8</p> <p>5-6</p>	<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 broad fields of meaning, legal information.</i> • <i>Comments on some word choices and connotations.</i> <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 audiences and formality.</i>

<p>3-4</p>	<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 significance.</i> 	<p>3-4</p>	<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 adverts say.</i>
<p>1-2</p>	<ul style="list-style-type: none"> • Minimal engagement with language of the data extracts. • Rare quotations or reference to the language of the extracts. 	<p>1-2</p>	<ul style="list-style-type: none"> • Major misunderstanding of audience/ purpose/ context/ content/ meaning. • <i>Rarely comments on details of the text.</i>
<p>0</p>	<ul style="list-style-type: none"> • No engagement with data extracts. 	<p>0</p>	<ul style="list-style-type: none"> • Text or data has no influence on the work.

Q2	<p>Key Words: What kinds of objections do people raise to politically incorrect language? How important is it to avoid using such language?</p> <p>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.</p>
Mark	AO4: Understand, discuss and explore concepts and issues relating to language in use.
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>Explores a range of well selected examples, discussed linguistically.</i> • <i>Understands and comments on different views of language and their connection with social values: universalist/determinist/reflectionist models.</i> • <i>Discusses social and cultural contexts, eg attitudes to PC; processes of language change.</i> • <i>Argues a case about the significance of language.</i>
11-14	<ul style="list-style-type: none"> • Depth/Range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Explains the objections clearly through detailed analysis of words and examples.</i> • <i>Understands and knows a range of concepts e.g. generics, over-representation.</i> • <i>Understands the issue of representation and images conveyed by words.</i> • <i>Makes sustained comments on importance of language.</i>
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 metaphors, 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>
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, origins.</i> • <i>Shows some familiarity with linguistic debates - name-dropping or undeveloped/partially understood references to PC etc.</i>
5-6	<ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • <i>Writes about the meanings and implications of some words.</i> • <i>Gives a limited range of examples.</i> • <i>Expresses a general awareness of importance.</i>
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 politically incorrect language.</i> • <i>Makes broad or lay assertions – eg words are offensive.</i>
1-2	<ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Makes generalised discussions of PC or sexism issues without focussing on language.</i>
0	<ul style="list-style-type: none"> • No understanding of anything concerned with the study of language.

Q3	<p>Key Words: To what extent do children learn language by copying the language that is spoken to them?</p> <p>Assessment Focuses: Quality of expression – understand and discuss examples of the language used by children/theories about acquisition - explore the nature of the acquisition process.</p>
Mark	AO4: Understand, discuss and explore concepts and issues relating to language in use.
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>Explores a range of well selected examples linguistically. Looks at phonological issues.</i> • <i>Articulates explicit understanding of active/deductive process.</i> • <i>Comments critically on theories of acquisition.</i> • <i>Uses evidence to argue about theories.</i> • <i>Sees the role of imitation/copying/input; considers correction issues.</i>
11-14	<ul style="list-style-type: none"> • Depth/Range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Examines a range of features in detail, especially morphological and grammatical ones.</i> • <i>Makes some points about research and theories regarding copying.</i> • <i>Expresses a developed view of the nature of the acquisition process. Rejects simple behaviourist views.</i> • <i>Explains some rules and principles children apply.</i>
9-10	<ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Makes comments about some particular examples or features in the light of copying, e.g. extension.</i> • <i>Explains some theories in detail and with understanding, but without relating closely to copying.</i> • <i>Outlines some view of nature of acquisition.</i>
7-8	<ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. Makes sustained explanations. • <i>Identifies and describes some grammatical/semantic/phonological features of children's language.</i> • <i>Makes undeveloped references to theories – name-dropping/partial understanding.</i> • <i>Shows broad/implicit understanding of processes.</i>
5-6	<ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • <i>Provides a broad/partial account of stages of development. Focuses on pre-verbal stages.</i> • <i>Discusses a limited range of examples.</i>
3-4	<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.</i> • <i>Gives generalised/lay discussions of linguistic development/Makes broad assertions.</i>
1-2	<ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Gives generalised discussions of children's development without language focus.</i>
0	<ul style="list-style-type: none"> • No understanding of anything concerned with the study of language.

Q 1 and 2/3	
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.