Mark scheme
June 2003

GCE

English Language A

Unit ENA5

Unit ENA5: Language Variation and Change

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 5

Assessment Objective	1	3ii	4	5ii	Total
Texts from Different Times	10	10		10	30
Language Variation and Change	10		20		30

Section A- Texts from Different times

- award a mark out of 10 for AO1 and place in the margin
- award a mark out of 10 for AO3ii and place in the margin
- award a mark out of 10 for AO5ii and place in the margin
- add together and give a ringed total out of 30 and place in the margin

E.g.
AO1   6
AO3ii   7
AO5ii   7
_____
        20

Section B- Language Variation and Change

- award a mark out of 10 for AO1 and place in the margin
- award a mark out of 20 for AO4 and place in the margin
- add together and give a ringed total out of 30 and place in the margin

E.g.

AO1   6
AO4   15
_____
        21

Q1	Keywords: Analyse and evaluate – Hannah – uses –language – convey – her – experiences. **Assessment Focuses:** Quality of expression – selection/application/evaluation of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features – writer's aims and purposes – texts from different time – convey meanings and feelings.		
Mark	**AO3ii** **Apply and explore frameworks for the systematic study of spoken and written English at different levels, commenting on the usefulness of the approaches taken.**	**Mark**	**AO5ii** **Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.**
9-10	• Selects appropriate range of frameworks and applies in some depth. • Searching and confident linguistic analysis, using frameworks to enhance and illuminate understanding. • Evaluates frameworks. • Clear and accurate description. • *Analyses sentence, clause and phrase structures.* • *Examines significance of grammatical features.* • *Integrates different levels of analysis.* • *Explores semantic implications of key words.* • *Uses linguistic frameworks purposefully.* • *Shows self-awareness in choice of frameworks.*	**9-10**	• Analytical grasp of how language works across different levels. • Ability to place analysis in wider contexts. • Perceptive/conceptualised/illuminating/open-minded. • Interesting and judicious use of examples and quotation. • Evaluates appropriateness/success. • Shows subtle awareness of the effect of context on meaning. • *Evaluates the effectiveness of the use of personal narrative.* • *Explores distinctive features of mode.* • *Explores historical dimensions of linguistic formations.* • *Analyses linguistic features in terms of meaning.*
7-8	• Selects and identifies a range of illuminating frameworks, showing understanding of their value. • Illuminating application of linguistic frameworks. • Describes range of language features or patterns using lexical-semantic, grammatical, phonological frameworks. • Rare errors. • *Analyses grammatical features such as verb tenses, modals, superlatives, adverb types, sentence types.* • *Demonstrate depth of semantic awareness.* • *Examines the significance of orthographical variants.* • *Analyses vocabulary items and patterns.*	**7-8**	• Confident analysis of language features, their explanatory context and their communicative impact. • A subtle reading integrating various levels of description. • Exploration of texts' meaning, purpose and effects. • Close reading and well integrated quotation. • Evaluative comments are well supported. • *Examines the effectiveness of the writer's account.* • *Examines authorial point of view.* • *Understands how language is used to convey meaning.* • *Examines mode and narrative structure.* • *Shows clear awareness of text from different time.*

AQA

5-6	- Selects and identifies some frameworks. - Consistent application of linguistic frameworks. - Describes significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. - Largely accurate. *Describes sentence functions, word classes with links to meaning and context.* *Looks at structure of first person narrative.* *Identifies and begins to comment on some orthographical variants.* *Identifies and begins to examine some semantic issues.*	**5-6**	- Analyses meanings of a range of language features. - Clear and detailed understanding of context's influence. - Engagement with texts' communicative intent. - Fully supported. - Some evaluative comment tied to textual detail. *Makes some evaluative comment tied to textual detail.* *Analyses text's meanings in the context of personal narrative.* *Shows awareness of text from different time.* *Shows awareness of context.*
4	- Selects and identifies a framework. - Applies a linguistic framework. - Describes relevant language features. - Uncertainty of description – some errors occur. *Comments on some relevant linguistic features without development.* *Identifies basic semantic features.* *Identifies first person pronouns/address.*	**4**	- Distinguishes some features of language variation. - Begins to analyse what text communicates. - Illustrated points. - Broadly evaluative. *Understands the focus on personal experience.* *Shows some awareness of context.* *Begins to comment on text from different time.*
3	- Selects some relevant language features. - Attempts to apply frameworks for the description. - Occasional accuracy of description. *Focuses partially on language – dwells on content.* *Identifies semantic fields.*	**3**	- Identifies some features of language variation. - Broad analysis of how context has influenced language use. - Some use of content: specific references/examples/quotation. *Shows general understanding of audience and purposes.* *Gives very broad comments about style, fields and level of formality.*

2	• Attempts to use framework but minimal accuracy achieved. • *Quotes without linguistic features but with no sense of distinctiveness/significance.*	**2**	• Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation. • Superficial reactions to texts. • *Gives well selected but unanalysed quotations.* • *Summarises content in terms of paraphrase.*	
1	• Minimal engagement with language of the data extracts. • *Makes minimal reference to language.*	**1**	• Limited understanding. Major misunderstanding of mode/purpose/context/content/meaning. • *Quotes rarely.* • *Makes no reference to language of the extract.*	
0	• No engagement with data extracts.	**0**	• Text or data has no influence on the work.	

AQA

Q1

Mark	AO1 Communicate clearly the knowledge, understanding, and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.
9-10	• Controlled use of technical aspects. • Precise and deft expression. Subtlety of effect. • Cogent, coherent and cohesive. • Linguistic flair.
7-8	• Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
6	• Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
5	• Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite if inconsistent linguistic register.
4	• Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register.
3	• Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.
2	• Intrusive basic errors. • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms.
1	• Major flaws in language. • Communication impeded.
0	• Total irrelevance/incomprehensible.

Q2	**Key Words:** British Isles – high status – Received Pronunciation – now – challenged – number – non-standard – accents – examine – main characteristics – some – these accents – discuss – different – attitudes – shown – towards them.		
	Assessment Focuses: Quality of expression – exploration of issues/concepts relating to social/geographical factors affecting language variation and identity.		
Mark	**AO4** **Understand, discuss and explore concepts and issues relating to language in use.**	*Mark*	**AO1** **Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.**
17-20	• Conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Exploratory/original/evaluative approach. • *Places discussion within analysis of the dynamics of geographical, cultural and linguistic change.* • *Explores language as a construction of identity.* • *Engages enthusiastically with relevant theories and debates.* • *Challenges common assumptions by examining particular variations and contexts.*	**9-10**	• Controlled use of technical aspects. • Precise and deft expression. Subtlety of effect. • Cogent, coherent and cohesive. • Linguistic flair.
13-16	• Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on other's ideas. • *Discusses the interplay of situation and user variables.* • *Examines closely the dynamics of interaction e.g. accommodation theory.* • *Examines linguistic variations in context.*	**7-8**	• Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.

AQA

11-12	• Depth or range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • *Integrates variables e.g. gender, age, class etc. into discussion.* • *Shows some awareness of relevant theories and debates.* • *Begins to discuss linguistic variations in context.*	**6**	• Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
9-10	• Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • *Shows knowledge of relevant examples and theories.* • *Offers discussion of attitude to language.* • *Shows awareness of the significance of vernacular and standard varieties.*	**5**	• Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite if inconsistent linguistic register.
7-8	• Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • *Refers to examples to make links between language and identity.* • *Describes varieties using some phonological terminology.*	**4**	• Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register.
5-6	• Awareness of linguistic ideas, concepts and research. • *Shows broad awareness of links between language variation and social regional factors.* • *Uses linguistic frameworks inconsistently.*	**3**	• Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.
3-4	• Anecdotal/descriptive with implicit relevance. • *Identifies elements of social/regional variation with some broad comments about determinants.*	**2**	• Intrusive basic errors. • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms.
1-2	• Little focus on linguistic issues. • *Offers a lay answer without linguistic awareness.*	**1**	• Major flaws in language. • Communication impeded.
0	• No understanding of anything concerned with the study of language.	**0**	• Total irrelevance/incomprehensible.

Q3	**Key Words:** Identify – range – new words – meaning changes – British English – come from – youth culture – last 50 years – explain – how – new – forms – meanings – occur – discuss – different – attitudes – shown – towards them.		
	Assessment Focuses: Quality of expression – exploration of issues/concepts relating to contemporary language change and views of causes of change.		
Mark	**AO4** **Understand, discuss and explore concepts and issues relating to language in use.**	*Mark*	**AO1** **Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate coherent written expression.**
17-20	• Conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Exploratory/original/evaluative approach. • *Explores a range of relevant factors.* • *Maintains clear focus on British English.* • *Evolves overview of different areas of change e.g. slang, txt, e-mail, coinings, jargons, borrowings etc.* • *Engages strongly with evaluative issues.* • *Integrates theory into argument purposefully.* • *Challenges common assumptions about language change.* • *Examines social/political dimensions of language change.*	9-10	• Controlled use of technical aspects. • Precise and deft expression. Subtlety of effect. • Cogent, coherent and cohesive. • Linguistic flair.
13-16	• Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • *Demonstrates ability to handle and assess different views about lexical/semantic development.* • *Examines competing forces of change.* • *Maintains implict focus on British English whilst exploring words/meanings from other countries eg. USA, Australia.* • *Comments on arguments about language change.* • *Examines vocabulary in social values and cultural context.* • *Examines reasons for change.*	7-8	• Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.

AQA

11-12	• Depth or range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • *Develops argument from close analysis of specific examples.* • *Uses linguistic terminology consistently when discussing examples of change.* • *Shows some awareness of attitudes to language change.* • *Traces processes of language change methodically.*	**6**	• Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
9-10	• Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • *Describes and discusses recent lexical/semantic changes (e.g. borrowings, acronyms, compounding, blends etc.).* • *Describes reasons for and processes of change broadly.*	**5**	• Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite if inconsistent register.
7-8	• Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • *Shows some knowledge of lexical/semantic changes.* • *Begins to look at attitudes for language change.*	**4**	• Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register.
5-6	• Awareness of linguistic ideas, concepts and research. • *Begins to describe categories of lexical development.* • *Shows some awareness of the process of change and development e.g. borrowings, acronyms, compounding, blends etc.* • *Shows some awareness of the reasons for language change.*	**3**	• Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.
3-4	• Anecdotal/descriptive with implicit relevance. • *Offers historical account of changes with limited linguistic comment.*	**2**	• Intrusive basic errors. • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms.
1-2	• Little focus on linguistic issues. • *Gives a "lay" answer without linguistic awareness.*	**1**	• Major flaws in language. • Communication impeded.
0	• No understanding of anything concerned with the study of language.	**0**	• Total irrelevance/incomprehensible.