AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme
January 2004

GCE

English Language A

Unit EA2W

Unit 2: Using 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 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 in the right hand margin
- award a mark out of 10 for AO3i in the right hand margin
- award a mark out of 10 for AO5i in the right hand margin
- add together and put a ringed total out of 30 in the right hand margin

> E.g.   AO1   6
> AO3i   6
> AO5i   7
>
>   (19)

Question 2 – Language Production.

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

> E.g.   AO2a   5
> AO2b   6
> AO2c   6
>
>   (17)

Question 3 – Language Production 2

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

     E.g.   AO2a   5
                  AO2b   6
                  AO2c   6

                        (17)

Question 4 – Commentary

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

     E.g.   A02   5 x 2
                          10
                  A01   5

                        (15)

Transfer each ringed mark to the box on the front of the answer booklet. Add together and put the total mark in box in the top right hand corner. Initial your mark.

Q1	**Key Words:** Comment linguistically – significant features – explain – how they contribute – text's meanings: dramatise actions and feelings of the men and the state of the ship – narrative – involve audience.
	Assessment Focuses: Quality of expression – selection/application of LFA – identifying significant language features – explaining and interpreting language use.

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.**
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 forms e.g. perfect and progressive aspects; past perfect and perfect tenses; passive and active voice.* • *Explores word classes e.g. dynamic verbs; proper nouns.* • *Discusses use of specialist vocabulary e.g. nautical jargon.* • *Considers adverbials of place/manner/time.* • *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. • *Discusses some of: actions, feelings, state of the ship, audience involvement.* • *Analysis of narrative and development of ideas.* • *Shows some overview e.g. time references, urgency versus exhaustion, intensification.* • *Responds perceptively to figurative language.* • *Detailed explanation of stylistic effects.*

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. • *Explores significant semantic fields such as feelings/emotions, sounds.* • *Analyses word classes e.g. noun types, adjectives and adverbs and links to purposes.* • *Analyses use of the pronoun 'she' for ship.* • *Engages with purpose of sentence types and functions.*	**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.* • *Some detailed discussion of style/tone/subject specific lexis.* • *Considers some similes/metaphors.*
5	• Consistent use of linguistic frameworks. • Describes significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. • Basically accurate. • *Describes pronouns.* • *Generalised discussion of sentence types/functions.* • *Looks at some semantic fields.*	**5**	• Describes key features of language variation. • Understands effects of context. • Understanding of what text is trying to communicate. • Illustrated points. • *Looks at some key narrative elements – characters and storyline.*
4	• Uses a linguistic framework. • Identifies and attempts to describe relevant language features. • Uncertainty of description – some errors occur. • Restricted range, e.g. *standard English.* • *Broad analysis of semantic fields.*	**4**	• Distinguishes some features of language variation. • Awareness of what texts are trying to communicate. • Illustrated points. • *Looks at broad fields of meaning, e.g. movement of the ice.* • *Some limited response to parts of the narrative.*
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/examples/quotation. • Broad awareness that context has influenced language use. • *Identifies narrative form.*

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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 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	- 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 (sentence punctuation, there/their etc). - Simple expression – conveys basic points. - Short/incomplete work. - No use of/complete misunderstanding of linguistic terms.
1	- Major flaws in language. - Communication impeded but some points are conveyed.
0	- Total irrelevance. - Incomprehensible.

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Q2	**Key words:** Publisher *Deeds Not Words* – personal courage – fought for vote – beginning of a chapter – recreates – experiences – women – hunger strike – prison – 400 words – human rights issues – adapt factual material – create – third person fictional narrative.
	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 of hardship and situation/feelings of women.* • *Omission of information not relevant to new audience/purpose.* • *Sources thoroughly and skilfully transformed.*	• Skilful and knowledgeable use of forms. • Reader guided. • Some ability to innovate/take risks. • Well constructed. • *Interesting and sensitive third person narrative/episode that communicates effectively.* • *Highly cohesive.*	• Close attention to the communication of meaning. • Judicious choices. • Stylistic. • Texts that work. • Complexity and difficulty handled well. • Rare errors. • *Control of syntactic patterns for effect.* • *Stylish use of sentence effects.* • *Communicates horror, outrage and personal courage of the women.* • *Convincing atmospheric reconstruction.*

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.* • *Clearly controlled third person narrative/ episode.*	• Style sustained. • Shaping at all levels. • Straightforward styles used. • Accuracy firmly controlled. • Appropriate sentence styles. • *Vocabulary is carefully chosen to suit audience.* • *Fluent and coherent.* • *Convincing 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 e.g. description, narration, quotations.* • *Clearly recognisable as a recreation of an historical event.*	• Controlled and clear style employed. • Some slips. • Infrequent technical errors. • *An overly formal style is avoided.* • *Some features used to create characters' feelings and attitudes.*
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. • *Simple narrative form.*	• Style shaped for audience and purpose. • Occasional errors. • *Some attempt to convey views.*
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.*	• Style modified for audience and purpose. • Inconsistent. • Frequent errors. • *Some stylistic shifting.*

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2	• Undeveloped content. • Unlikely to engage/satisfy audience. • *Unassimilated.*	• Simple organisational features. • Limited realisation of conventions. • *Overlong sentences.* • *Lacks direction/control.*	• 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.*

Q3	**Key words**: Script – one minute radio advertisement – promoting *Deeds Not Words* – intended audience – 150 words long.		
	Assessment Focuses: 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.* • *Selects interesting and lively points to trail.* • *Clear summary of content, approach and issues.*	• Skilful and knowledgeable use of forms. • Reader guided. • Some ability to innovate/take risks. • Well constructed. • *Lively radio script that communicates effectively.* • *Evidence of imaginative aural thinking.* • *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. • *Salient content identified.*	• Convincing control of form, paying attention to genre and needs of audience. • *Appropriate script layout.* • *Some use of sound effects and connection devices such as music.* • *Voices clearly differentiated for listeners.*	• Style sustained. • Shaping at all levels. • Accuracy firmly controlled. • *Vocabulary carefully chosen to promote book.* • *Audience appropriately addressed.* • *Controlled and clear style.* • *Some slips.*
5	• Developed content that fulfils the task. • *Some key points of content selected.*	• Form competently handled, showing knowledge of requirements and conventions. • *Different textual segments.* • *Clearly recognisable as a radio script.*	• Infrequent technical errors. • *An overly formal style is avoided.* • *Some promotional language used.* • *Audience addressed.*

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4	• Developed and appropriate content with some gaps. • *Some sense of the book conveyed.*	• Clear structural elements. • Basic handling of a form. • *Simple script forms.*	• Style shaped for audience and purpose. • Occasional errors. • *Some use of convincing address.* • *Attempts to use promotional language*
3	• Sustained content – broadly appropriate for audience/purpose. • Some unnecessary content. • *Limited range in terms of content or function.*	• Awareness of textual structures/conventions. • *Some direction to text.*	• Style modified for audience and purpose. • Inconsistent • Frequent errors. • *Some stylistic shifting.* • *Addresses inconsistent.* • *Promotional language unconvincing.*
2	• Undeveloped content. • Unlikely to engage/satisfy audience/purpose. • Unassimilated.	• Simple organisational features. • Limited realisation of conventions. • *Not like a radio script.*	• 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.

Q4	**Key Words:** Linguistic devices – narrative – radio script – suitable – examples – different purposes – 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 comment on choices made.**	**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	• 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, involve and persuade.*	**8-10**	• Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
6-7	• Distinguishes a range of significant features. • Clear and detailed comment on texts' communicative intent. • Fully supported, showing linguistic insight. • *Looks at sentence functions and types*	**6-7**	• Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
5	• Distinguishes key features of style and effect created. • Illustrated points using linguistic knowledge. • *Deals with significant word classes.*	**5**	• Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite, if inconsistent, linguistic register.

AQA

4	• Some identification of language features used. • Some use of linguistic frameworks or concepts. • *Some discussion of style/tone.*	**4**	• 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.*	**3**	• Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.
2	• Descriptive accounts of texts written: explains content. • Unanalysed quotations for examples.	**2**	• 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.	**1**	• Major flaws in language. • Communication impeded but some points are conveyed.
0	• No reference to candidate's own texts.	**0**	• Total irrelevance/incomprehensible.