



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

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# Mark scheme January 2004

## GCE

### English Language A

### Unit EA4W

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## Unit 4: Language Investigation

### 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 4

Assessment Objective	1	3ii	4	5ii	Total
Language Investigation	10	20	10	20	60

### Language Investigation

- award a mark out of 10 for AO1 in the right hand margin
- award a mark out of 20 for AO3ii in the right hand margin
- award a mark out of 10 for AO4 in the right hand margin
- award a mark out of 20 for AO5ii in the right hand margin
- add together and put a ringed total out of 60 in the right hand margin

E.g.

AO1	5
AO3ii	12
AO4	6
AO5ii	10
	<hr/>

33

Transfer the ringed mark to the box on the front of the answer booklet. Initial your mark.

<b>Q1</b>	<p><b>Key Words:</b> Aim-linguistic frameworks – detailed analysis – conclusions – evaluation – further research.</p> <p><b>Assessment Focuses:</b> Quality of expression – selection/application/evaluation of LFA – exploring issues/concepts – analysing/evaluating language use.</p>		
<b>Mark</b>	<b>AO1</b> <b>Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent expression.</b>	<b>Mark</b>	<b>AO3ii</b> <b>Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of approaches taken.</b>
<b>9-10</b>	<ul style="list-style-type: none"> <li>• Controlled use of technical aspects.</li> <li>• Precise and deft expression.</li> <li>• Cogent, coherent and cohesive.</li> <li>• Subtlety of effect.</li> <li>• Linguistic flair.</li> </ul>	<b>17-20</b>	<ul style="list-style-type: none"> <li>• Searching and confident linguistic analysis.</li> <li>• Selects enlightening range or depth.</li> <li>• Frameworks chosen to enhance and illuminate understanding.</li> <li>• Evaluates frameworks and methodology.</li> <li>• Perceptive methodology.</li> <li>• Explores alternative avenues of investigation.</li> <li>• <i>Describes in detail some of: sentence functions, types and structures; mode; modal verbs; tenses; modification; stylistic variation.</i></li> <li>• <i>Gives perceptive overview of lexical/semantic features e.g. the language of death; slang, taboo and euphemism; technical language; figurative language; clichés.</i></li> <li>• <i>Integrates analysis of different features.</i></li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>• Rare errors.</li> <li>• Clear stylistic shaping.</li> <li>• Reader guided through structure.</li> <li>• Effective linguistic register.</li> </ul>	<b>13-16</b>	<ul style="list-style-type: none"> <li>• Illuminating range or depth of features explored.</li> <li>• Selects and identifies a range of illuminating frameworks, showing understanding of their value and commenting on their purpose.</li> <li>• Detailed objectives.</li> <li>• Reflects on methodology.</li> <li>• Clear grasp of fruitful linguistic approaches.</li> <li>• Clear and accurate description of distinctive language features and patterns.</li> <li>• Rare errors.</li> <li>• <i>Engages with purpose of sentence types and functions.</i></li> <li>• <i>Makes effective use of a range of word classes e.g. evaluative adjectives, pronouns, proper nouns, abstract and concrete nouns, verb tenses.</i></li> <li>• <i>Looks closely at lexical range e.g. various semantic fields related to the theme of death e.g. pain, suffering, horror, violence, illness.</i></li> <li>• <i>Polite and impolite language.</i></li> </ul>

<p><b>6</b></p> <ul style="list-style-type: none"> <li>• Firm control of accuracy.</li> <li>• Controlled expression of ideas.</li> <li>• Lines of argument.</li> <li>• Controlled linguistic register.</li> </ul>		<p><b>11-12</b></p>	<ul style="list-style-type: none"> <li>• Evidence of some range or depth.</li> <li>• Selects a range of frameworks or shows depth.</li> <li>• Well focused aim(s).</li> <li>• Explanation of methodology.</li> <li>• Describes a range of significant language features or patterns.</li> <li>• Largely accurate.</li> <li>• <i>Makes generalised discussion of sentence types and functions.</i></li> <li>• <i>Describes a range of word classes e.g. verbs, nouns, pronouns (person).</i></li> <li>• <i>Looks at formal and informal features.</i></li> <li>• <i>Looks at some relevant semantic fields of death.</i></li> </ul>
<p><b>5</b></p>	<ul style="list-style-type: none"> <li>• Infrequent technical errors.</li> <li>• Clear communication of ideas.</li> <li>• Simple list structure; introduction and conclusion present.</li> <li>• Definite, if inconsistent, linguistic register.</li> </ul>	<p><b>9-10</b></p>	<ul style="list-style-type: none"> <li>• Consistent application of linguistic frameworks.</li> <li>• Purposeful aim(s).</li> <li>• Selects and identifies frameworks.</li> <li>• Describes significant language features or patterns.</li> <li>• Describes methodology.</li> <li>• Basically accurate.</li> <li>• <i>Makes limited but accurate use of word classes e.g. adjectives and pronouns.</i></li> <li>• <i>Looks at some lexical features e.g. idioms, technical terms.</i></li> </ul>
<p><b>4</b></p>	<ul style="list-style-type: none"> <li>• Occasional technical errors.</li> <li>• Expression suitable for ideas.</li> <li>• Structure/organisation emerge.</li> <li>• Some control of linguistic register.</li> </ul>	<p><b>7-8</b></p>	<ul style="list-style-type: none"> <li>• Applies a linguistic framework.</li> <li>• Clarifies some aims.</li> <li>• Identifies and describes relevant language features.</li> <li>• Outlines approach.</li> <li>• Uncertainty of description – some errors occur.</li> <li>• <i>Attempts to use word classes.</i></li> <li>• <i>Notes mainly informal features e.g. colloquialisms.</i></li> </ul>
<p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Frequent errors.</li> <li>• Conveys basic ideas.</li> <li>• Scatter gun structure.</li> <li>• Occasional use of linguistic terms.</li> </ul>	<p><b>5-6</b></p>	<ul style="list-style-type: none"> <li>• Attempts to apply frameworks for description.</li> <li>• Selects relevant language features.</li> <li>• Adopts a linguistic approach.</li> <li>• Occasional accuracy of description.</li> </ul>

2	<ul style="list-style-type: none"> <li>• Intrusive basic errors – (sentence punctuation, there/their etc).</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>• Feature spotting not tied to any analysis.</li> <li>• Simply identifying linguistic features and labelling with no sense of purpose.</li> <li>• <i>Lists verb/noun inflections.</i></li> </ul>
1	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded.</li> <li>• Some points are conveyed.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Attempts to apply frameworks but minimal accuracy achieved.</li> <li>• Quotes judiciously without linguistic description</li> </ul>
0	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Minimal engagement with language or data extracts.</li> <li>• Lacks quotations or reference to the language of extracts.</li> </ul>
		0	<ul style="list-style-type: none"> <li>• No engagement with the data extracts.</li> </ul>

<b>Mark</b>	<b>A05ii</b> <b>Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.</b>
<b>17-20</b>	<ul style="list-style-type: none"> <li>• Analytical grasp of how language works across different levels. Ability to place analysis in wider contexts.</li> <li>• Perceptive/conceptualised/illuminating/open-minded.</li> <li>• Interesting and judicious use of examples.</li> <li>• Awareness of the effect of different audiences and readers on meaning.</li> <li>• <i>Strongly evaluative. Overview of social/cultural dimensions.</i></li> <li>• <i>Explores issues about text type and functions.</i></li> <li>• <i>Explores audience positioning e.g. the assumptions made about the audience's knowledge/concerns about death.</i></li> <li>• <i>Engages with tone and tenor, attitudes and values.</i></li> </ul>
<b>13-16</b>	<ul style="list-style-type: none"> <li>• Confident analysis of language features, their explanatory context and their communicative impact.</li> <li>• Close detailed points.</li> <li>• A subtle reading, integrating various levels of description.</li> <li>• Well integrated use of examples and quotations.</li> <li>• Exploration of texts' meaning, purpose and effects.</li> <li>• Evaluative comments are well supported.</li> <li>• <i>Thorough and precise exploration.</i></li> <li>• <i>Considers how the topic of death is spoken and written about.</i></li> <li>• <i>Looks closely at the relationship between writer and audience.</i></li> </ul>
<b>9-12</b>	<ul style="list-style-type: none"> <li>• Analyses meanings constructed by a range of significant language features.</li> <li>• Clear and detailed understanding of contexts' influence.</li> <li>• Engagement with texts' communicative intent.</li> <li>• Fully supported.</li> <li>• Some evaluative comment tied to textual detail.</li> <li>• Sustained analysis of texts' meanings.</li> <li>• <i>Explores some salient features.</i></li> <li>• <i>Articulates a response to the texts.</i></li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>• Begins to analyse what texts are trying to communicate.</li> <li>• Illustrated points.</li> <li>• Broadly evaluative comments.</li> <li>• <i>Begins to analyse how language conveys meanings.</i></li> <li>• <i>Responds to tone and attitudes.</i></li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>• Some use of content: specific references/quotation/examples.</li> <li>• Broad analysis of how context has influenced language use.</li> <li>• <i>Looks at audience, form and purposes. Broad statements.</i></li> </ul>

<b>3-4</b>	<ul style="list-style-type: none"><li>• Simple/generalised/descriptive accounts of the content of texts and data.</li><li>• Paraphrase.</li><li>• Excessive quotation.</li><li>• Superficial reactions to texts.</li><li>• <i>Summarises content.</i></li><li>• <i>Identifies some features of language variation.</i></li></ul>
<b>1-2</b>	<ul style="list-style-type: none"><li>• Limited understanding/major misunderstanding of audience/purpose/context/content/meaning.</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• Text or data has no influence on the work.</li></ul>

Mark	AO4 Understand, discuss and explore concepts and issues relating to language in use.
9-10	<ul style="list-style-type: none"> <li>• Conceptualised overview of theories and research.</li> <li>• Analyses and evaluates alternative views.</li> <li>• Identifies and challenges standpoints.</li> <li>• Precisely formulated aim(s).</li> <li>• Exploratory and original investigative approach.</li> <li>• Strong evaluative comments.</li> <li>• <i>Perceptive discussion.</i></li> <li>• <i>Skilfully integrates theoretical/research knowledge.</i></li> <li>• <i>Systematic.</i></li> <li>• <i>Analyses language in the context of social/cultural values.</i></li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Good knowledge about the nature of linguistic concepts, theories and research.</li> <li>• Identifies different views and interpretations.</li> <li>• Comments on others' ideas.</li> <li>• Carefully formulated aim(s).</li> <li>• Clear rationale for data selection.</li> <li>• Formulates some overviews of issues raised by data.</li> <li>• Thoughtful evaluative comments.</li> <li>• <i>Looks closely at for e.g. the relationship between language and audience and purpose.</i></li> <li>• <i>Usefully incorporates theoretical/research knowledge.</i></li> </ul>
6	<ul style="list-style-type: none"> <li>• Depth or range of knowledge of linguistic ideas, concepts and research.</li> <li>• Develops views on linguistic issues.</li> <li>• Well focused aim(s).</li> <li>• Sound data selection.</li> <li>• Processes and categorises data well.</li> <li>• Sustains evaluative comments.</li> <li>• <i>Able to develop a line of argument from looking closely at the data.</i></li> <li>• <i>Refers to theories/research to aid analysis and fulfilment of aim(s).</i></li> </ul>
5	<ul style="list-style-type: none"> <li>• Detailed knowledge of linguistic ideas, concepts and research.</li> <li>• Outlines views on linguistic issues.</li> <li>• Aim(s) informed by key concepts.</li> <li>• Purposeful selection of data.</li> <li>• Some sensible evaluative comments.</li> <li>• <i>Begins to develop a line of argument.</i></li> </ul>
4	<ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research.</li> <li>• Sensible aim(s) formulated.</li> <li>• Offers some explanations.</li> <li>• Adopts a linguistic approach to the selection and study of data.</li> <li>• Evaluates.</li> <li>• <i>Some identification of key issues e.g. how purpose and audience affects language use; how death is represented in different types of texts.</i></li> </ul>
3	<ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• Awareness of linguistic approaches.</li> <li>• General aims(s) established.</li> <li>• Simplistic evaluation</li> <li>• <i>Generates some limited discussion.</i></li> <li>• <i>Linguistic notions evident.</i></li> </ul>



<b>2</b>	<ul style="list-style-type: none"><li>• Anecdotal/descriptive with implicit relevance.</li><li>• Uncertain about how to carry out linguistic study.</li><li>• Engages with content only or other non language issues.</li><li>• Lacks clear aim(s).</li><li>• Lacks an evaluation.</li><li>• <i>Data used but linguistic comment is lay/implicit.</i></li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• Little focus on linguistic issues.</li><li>• <i>Data not commented on in a linguistic way.</i></li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• No understanding of anything concerned with the study of language.</li><li>• <i>Data not used.</i></li></ul>