



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

English Language A

Unit ENA1

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Unit 1: 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	5	20		20	45
Language Issues	5		20		25

Section A – Language Analysis

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

E.g.

AO3i 12
 AO5i 12

Ⓣ 24

Section B – Language Issues

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

E.g.

AO4 Ⓣ 14

AO1 – Quality of Writing

- **based on both answers**, award a ringed mark out of 10 for AO1 in the right hand margin.

E.g.

AO1 Ⓣ 6

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

Q1	Keywords: Comment linguistically - significant features. Explain - how they contribute – text’s meanings. Assessment Focuses: Quality of expression – application of Linguistic Frameworks for Analysis - identifying/describing/interpreting significant language features – Text A		
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.
15-20	<ul style="list-style-type: none"> • Appropriate range of features explored. • Clear and accurate description of distinctive language features and patterns using frameworks. • Rare errors. • <i>Describes some of: present tense, future, past, progressives, modals, conjunctions, comparatives, types of adverb.</i> • <i>Gives perceptive overview of lexical features.</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 patterns of language.</i> • <i>Shows some overview: e.g. assumptions vs. knowledge, style shift at end; variety at work; value of work.</i>
11-14	<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> 	11-14	<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 persuasive adjectives.</i> • <i>Engages in detail with how EH jobs are represented.</i>
9-10	<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> • <i>Identifies the questions.</i> 	9-10	<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 address/question-answer format.</i> • <i>Makes some comment on the characteristics of EH jobs.</i>

<p>7-8</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, abbreviations.</i> <p>5-6</p> <ul style="list-style-type: none"> • Attempts to use frameworks for description. • Identifies some relevant language features - occasional accuracy of description. • <i>Focuses partially on language; broad points about complexity/formality.</i> • <i>Dwells on graphology.</i> 		<p>7-8</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>Labels broad fields of meaning: Env Health, education, jobs, personal qualities.</i> • <i>Comments on some word choices and connotations.</i> <p>5-6</p> <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 purposes and nature of EHO job.</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>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>0</p> <ul style="list-style-type: none"> • No engagement with data extracts. 		<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 the article.</i> <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"> • Text or data has no influence on the work. 	

Q2	<p>Key Words: To what extent have you found that the vocabulary of English is connected to people's social values?</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: e.g. determinist, reflectionist, universalist.</i> • <i>Explores idea of neutrality.</i> • <i>Discusses social and cultural contexts, e.g. attitudes to PC language, 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>Makes detailed linguistic analysis of words and examples.</i> • <i>Understands and knows a range of concepts: generics, lexical gaps, over-representation.</i> • <i>Understands the issues of representation and social values.</i> • <i>Makes sustained comments on social values expressed by vocabulary.</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 e.g. metaphors, suffixes.</i> • <i>Outlines some researchers and ideas without close link to task.</i> • <i>Offers some limited comment about the social values expressed by vocabulary.</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, e.g. denotations, connotations, origins.</i> • <i>Shows some familiarity with linguistic debates - name-dropping or undeveloped/partially understood references to determinism or reflectionism.</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 the social values expressed by vocabulary.</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 vocabulary and social values, e.g. writes about attitudes to accents or accents and class.</i>• <i>Makes broad or lay assertions – e.g. words are offensive.</i>
1-2	<ul style="list-style-type: none">• Little focus on linguistic issues.• <i>Makes generalised discussions of sexism or racism issues without focusing 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 acquire language by actively working out its rules?</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 syntax and systematic phonological variations.</i> • <i>Articulates explicit understanding of active and deductive process or reception vs. production.</i> • <i>Comments critically on theories of acquisition.</i> • <i>Uses evidence to evaluate theories.</i> • <i>Sees the place of imitation and input.</i> • <i>Evaluates correction.</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 examples.</i> • <i>Makes some points about research and theories regarding active/rules, e.g. LAD.</i> • <i>Expresses a developed view of the nature of the acquisition process. Rejects simple behaviourist views.</i> • <i>Considers correction issues.</i> • <i>Explains some rules and principles applied by children, e.g. the cause of extension, plurality, tense.</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 active/rules, e.g. gives examples and labels features like extension.</i> • <i>Explains some theories in detail and with understanding, but without relating closely to active/deductive.</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 features of children's language, e.g. stages and lexis.</i> • <i>Makes undeveloped references to theories – name-dropping/partial understanding.</i> • <i>Shows broad/implicit understanding of the nature of the acquisition process.</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 developments/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.