



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

English Language A

Unit ENA3

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Unit 3: Interacting Through 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 3

Assessment Objective	1	3i	4	5i	Total
Spoken Language Analysis	5	20		20	45
Essay Topics	5		20		25

Section A – Spoken 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 – Essay Topics

- 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 box in the top right hand corner. Initial your mark.

Q1	<p>Keywords: Comment linguistically – significant features – this interaction – explain – speakers use language - convey meanings – feelings – main features linguistic interaction – vocabulary and grammar – speakers’ purposes and roles – structure of the interaction.</p> <p>Assessment Focuses: Quality of expression – selection/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>	<p>Mark</p> <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"> • Explores appropriate range of features. • Describes carefully and accurately significant language features and patterns using lexical-semantic, grammatical, phonological and discourse frameworks. • Makes rare errors. • <i>Explores clause linking, verb forms and modality.</i> • <i>Examines ellipsis.</i> • <i>Sustains relevant grammatical comment.</i> • <i>Integrates different levels of analysis into coherent overview.</i> • <i>Explores interactional features such as turn taking, monitoring, and feedback.</i> 	<p>15-20</p> <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 and analyses the effect of office context on the spoken negotiation.</i> • <i>Explores mutual exploratory process.</i> • <i>Shows overview of interactional functions.</i> • <i>Applies theories in a relevant and illuminating manner.</i> • <i>Engages with topic, topic change and topic control.</i> • <i>Explores participant positioning.</i> • <i>Examines Don’s manipulation of Andy.</i> • <i>Explores irony of “you’re the boss”.</i>

<p>11-14</p>	<ul style="list-style-type: none"> • Gives evidence of some range or depth. • Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological and discourse frameworks. • Writes largely accurately. • <i>Analyses key semantic features.</i> • <i>Examines some grammatical features such as word classes and links to purpose.</i> • <i>Engages with purpose of questions, monitoring, turns, overlaps, support etc.</i> 	<p>11-14</p>	<ul style="list-style-type: none"> • Describes a range of significant language features. • Understands context's influence clearly and in detail. • Interprets text's communicative intent. • Fully supported. • <i>Examines the effect of office context on the spoken negotiation.</i> • <i>Examines the use of feedback counter statement.</i> • <i>Shows sensitivity to different behaviour of Don and Andy.</i> • <i>Shows awareness of topic, topic change and topic control.</i> • <i>Examines significance of shared knowledge.</i>
<p>9-10</p>	<ul style="list-style-type: none"> • Makes consistent use of linguistic frameworks. • Describes significant language features or patterns using lexical-semantic, grammatical, phonological and discourse frameworks. • Basically accurate. • <i>Describes features of address.</i> • <i>Begins to examine use of pronouns, feedback, fillers etc.</i> • <i>Describes some lexical/semantic features.</i> • <i>Comments on key interactive features.</i> 	<p>9-10</p>	<ul style="list-style-type: none"> • Describes key features of language variation. • Understands effect of context and what texts are trying to communicate. • Illustrated points. • <i>Describes effect of office context on Don and Andy's purposes and meanings.</i> • <i>Maintains mainly lexical/semantic - focus.</i> • <i>Identifies topic and relates to purpose.</i> • <i>Considers relationships enacted by spoken interaction.</i> • <i>Shows awareness of negotiation strategies.</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>Identifies and begins to comment on repetitions, fillers, non-verbal and non-fluency features.</i> • <i>Presents a broad account of semantic fields.</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>Comments on mutual interaction.</i> • <i>Differentiates the speakers' roles.</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 – dwells on content.</i> • <i>Begins to comment on level of formality.</i> • <i>Shows some basic awareness of interactive features.</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 the effect of office setting on the interaction.</i> • <i>Selects and begins to comment on some relevant quotations.</i> • <i>Shows awareness, possibly implicit, of audience, fields 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> • <i>Tends to dwell on content by paraphrasing.</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 unanalysed quotations.</i> • <i>Summarises what speakers 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.

<p>Q2</p>	<p>Key words: To what extent is it possible to generalise about the way women and men interact using spoken language?</p> <p>Assessment Focuses: Quality of expression – understanding/exploration of concepts and issues relating to spoken verbal interaction involving men and women.</p>	<p>Q3</p>	<p>Key Words: Discuss how particular interactive linguistic skills have enabled you to communicate effectively with others in a variety of circumstances?</p> <p>Assessment Focuses: Quality of expression – understand/exploration of concepts and issues relating to effective spoken verbal interaction.</p>
<p>Mark</p>	<p>AO4 Understand, discuss and explore concepts and issues relating to language in use.</p>	<p>Mark</p>	<p>AO4 Understand, discuss and explore concepts and issues relating to language in use.</p>
<p>15-20</p>	<ul style="list-style-type: none"> • Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on other’s ideas. • <i>Explores a variety of female/male use of interruptions/overlaps, minimal responses, tag questions.</i> • <i>Offers a discriminating treatment of a variety of situations.</i> • <i>Demonstrates strong awareness of context and research from Coates, Cameron, Lakoff etc.</i> • <i>Presents open-minded answer based on wide knowledge and reflection.</i> • <i>Challenges common assumptions and generalisations.</i> • <i>Stresses the importance of individuality.</i> • <i>Shows clear understanding of language as the enactment of social function.</i> 	<p>15-20</p>	<ul style="list-style-type: none"> • Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on other’s ideas. • <i>Explores relevant interactive features in depth.</i> • <i>Explores a variety of relevant situations.</i> • <i>Conceptualises different views and assimilates appropriate supporting research e.g. politeness, face theory etc.</i> • <i>Explores theory in the context of specific situations.</i> • <i>Presents open-minded answer based on wide knowledge and reflection.</i>

<p>11-14</p>	<ul style="list-style-type: none"> • Depth/range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Refers clearly to different kinds of interaction.</i> • <i>Shows some ability to begin to break down “female” and “male” speakers into much more specific cases.</i> • <i>Shows awareness of factors other than gender which exercise an influence in various contexts.</i> • <i>Examines relevant lexical/semantic/grammatical features.</i> • <i>Integrates relevant research into argument.</i> 	<p>11-14</p>	<ul style="list-style-type: none"> • Depth/range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Examines different kinds of interaction e.g. informing, instructing, questioning etc.</i> • <i>Comments on the significance of research and ideas about effective spoken interaction.</i>
<p>9-10</p>	<ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Outlines the importance of context to appropriate interactive lexical/semantic/grammatical features.</i> • <i>Refers to similarities and differences in language use of women and men.</i> • <i>Identifies main features of spoken interaction and speakers’ relationships.</i> 	<p>9-10</p>	<ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Shows some awareness of the importance of context in interaction and speakers’ relationships.</i> • <i>Refers to relevant research.</i> • <i>Outlines the importance of context to appropriate lexical/semantic/grammatical formations.</i>

<p>7-8</p> <ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Begins to show awareness of interactive features.</i> • <i>Makes undeveloped references to some situations and some basic linguistic formations.</i> • <i>Shows broad/implicit understanding of issues relating to female/male spoken interaction.</i> <p>5-6</p> <ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • <i>Gives broad/partial accounts of basic principles of conversation.</i> • <i>Offers limited range of relevant examples.</i> 	<p>7-8</p> <ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Identifies some features of interaction in terms of skills.</i> • <i>Shows broad/implicit understanding of interactive features.</i> <p>5-6</p> <ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • <i>Gives broad/partial accounts of some basic principles of spoken interaction.</i> • <i>Offers limited range of examples.</i>
<p>3-4</p> <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>Offers non-linguistic discussions of female/male behaviour.</i> • <i>Makes sweeping generalisations and broad assertions.</i> <p>1-2</p> <ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Gives very generalised discussions/non-linguistic discussions female/male use of language.</i> <p>0</p> <ul style="list-style-type: none"> • No understanding of anything concerned with the study of language. 	<p>3-4</p> <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 clearly.</i> • <i>Makes very broad assertions.</i> • <i>Gives generalised/lay discussions of interaction.</i> <p>1-2</p> <ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Shows little or no linguistic awareness.</i> <p>0</p> <ul style="list-style-type: none"> • No understanding of anything concerned with the study of language.

Q1 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.