



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

English Language A

Unit ENA5

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Unit 5: 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 in the right hand margin
- award a mark out of 10 for AO3ii in the right hand margin
- award a mark out of 10 for AO5ii in the right margin
- add together and put a ringed total out of 30 in the right hand margin

E.g.

$$\begin{array}{r}
 \text{AO1} \quad 6 \\
 \text{AO3ii} \quad 7 \\
 \text{AO5ii} \quad 7 \\
 \hline
 \textcircled{20}
 \end{array}$$

Section B - Language Variation and Change

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

E.g.

$$\begin{array}{r}
 \text{AO1} \quad 6 \\
 \text{AO4} \quad 15 \\
 \hline
 \textcircled{21}
 \end{array}$$

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: Analyse and evaluate how the texts use language to convey attitudes and opinions. 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	<ul style="list-style-type: none"> • 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. • <i>Analyses sentence, clause and phrase structures.</i> • <i>Examines significance of grammatical features.</i> • <i>Explores semantic implications of key words.</i> • <i>Examines metaphorical features.</i> • <i>Uses linguistic frameworks purposefully.</i> • <i>Shows self-awareness in choice of frameworks.</i> 	9-10	<ul style="list-style-type: none"> • 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. • <i>Evaluates the effectiveness of the expression of personal opinions.</i> • <i>Explores distinctive features of tenor.</i> • <i>Explores historical dimensions of linguistic features.</i> • <i>Analyses linguistic features in terms of meaning.</i>

7-8	<ul style="list-style-type: none"> • 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. • <i>Analyses grammatical features such as verb tenses, modals, adverb types, sentence types.</i> • <i>Demonstrates depth of semantic awareness.</i> • <i>Examines the significance of orthographical variants.</i> • <i>Analyses vocabulary items and patterns.</i> 	7-8	<ul style="list-style-type: none"> • 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. • <i>Examines the effectiveness of the writer's account.</i> • <i>Examines authorial point of view.</i> • <i>Understands how language is used to convey meaning.</i> • <i>Examines topic and structure.</i> • <i>Shows clear awareness of text from different time.</i>
5-6	<ul style="list-style-type: none"> • Selects and identifies some frameworks. • Consistent application of linguistic frameworks. • Describes significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. • Largely accurate. • <i>Describes sentence functions, word classes with links to meaning.</i> • <i>Identifies and begins to comment on some orthographical variants.</i> • <i>Identifies and begins to examine some semantic issues.</i> 	5-6	<ul style="list-style-type: none"> • Analyses meanings of a range of language features. • Clear and detailed understanding of context's influence. • Engagement with texts' communicative intent. • Fully supported. • <i>Makes some evaluative comment tied to textual detail.</i> • <i>Analyses text's meanings in the context of personal expression of opinions.</i> • <i>Shows awareness of text from different time.</i> • <i>Shows some understanding of the effects of context.</i>

<p>4</p>	<ul style="list-style-type: none"> • Selects and identifies a framework. • Applies a linguistic framework. • Describes relevant language features. • Uncertainty of description – some errors occur. • <i>Comments on some relevant linguistic features without development.</i> • <i>Identifies basic semantic features.</i> • <i>Identifies first person pronouns/address.</i> 	<p>4</p>	<ul style="list-style-type: none"> • Distinguishes some features of language variation. • Begins to analyse what text communicates. • Illustrated points. • Broadly evaluative. • <i>Understands the focus on personal attitudes.</i> • <i>Shows some awareness of context.</i> • <i>Begins to comment on text from different time.</i>
<p>3</p>	<ul style="list-style-type: none"> • Selects some relevant language features. • Attempts to apply frameworks for the description. • Occasional accuracy of description. • <i>Focuses partially on language – dwells on content.</i> • <i>Identifies some linguistic features but with no sense of distinctiveness/significance.</i> 	<p>3</p>	<ul style="list-style-type: none"> • Identifies some features of language variation. • Broad analysis of how context has influenced language use. • Some use of content: specific references/examples/quotation. • <i>Shows general understanding of audience and purposes.</i> • <i>Gives very broad comments about style, fields and level of formality.</i>
<p>2</p>	<ul style="list-style-type: none"> • Attempts to use framework but minimal accuracy achieved. • <i>Quotes without linguistic features but with no sense of distinctiveness/significance.</i> 	<p>2</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 content in terms of paraphrase.</i>
<p>1</p>	<ul style="list-style-type: none"> • Minimal engagement with language of the data extracts. • <i>Makes minimal reference to language.</i> 	<p>1</p>	<ul style="list-style-type: none"> • Limited understanding. Major misunderstanding of mode/purpose/context/content/meaning. • <i>Quotes rarely.</i> • <i>Makes no reference to language of the extract.</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.

Q2	<p>Key Words: Examine the main linguistic characteristics of one or more non-standard varieties of contemporary British English and explore the attitudes shown towards them.</p> <p>Assessment Focuses: Quality of expression – exploration of issues/concepts relating to social/geographical factors affecting language variation and identity.</p>	
Mark	<p>AO4 Understand, discuss and explore concepts and issues relating to language in use.</p>	<p>Mark</p> <p>AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.</p>
17-20	<ul style="list-style-type: none"> • Conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Exploratory/original/evaluative approach. • <i>Places discussion within analysis of the dynamics of non-standard varieties.</i> • <i>Explores language as a construction of identity.</i> • <i>Engages enthusiastically with relevant theories and debates.</i> • <i>Explores various attitudes shown towards non-standard varieties.</i> • <i>Challenges common assumptions by examining particular variations and contexts.</i> 	<p>9-10</p> <ul style="list-style-type: none"> • Controlled use of technical aspects. • Precise and deft expression. Subtlety of effect. • Cogent, coherent and cohesive. • Linguistic flair.
13-16	<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>Examines closely linguistic characteristics of non-standard varieties.</i> • <i>Examines linguistic variations in context.</i> 	<p>7-8</p> <ul style="list-style-type: none"> • Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.

<p>11-12</p> <ul style="list-style-type: none"> • Depth or range of knowledge of linguistic ideas/concepts/ research. • Develops views on linguistic issues. • <i>Integrates variables e.g. gender, age, class etc. into discussion.</i> • <i>Begins to consider attitudes shown towards non-standard varieties.</i> • <i>Shows some awareness of relevant theories and debates.</i> • <i>Discuss linguistic variations in context.</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 knowledge of relevant examples and theories.</i> • <i>Shows some awareness of attitudes to non-standard varieties.</i> • <i>Shows some awareness of the significance of vernacular and standard varieties.</i> 		<p>6</p> <ul style="list-style-type: none"> • Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register. <p>5</p> <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. 	
<p>7-8</p> <ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Refers to evidence to make links between language and identity.</i> • <i>Describes some characteristics of non-standard varieties using some linguistic terminology.</i> <p>5-6</p> <ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • <i>Shows broad awareness of language variation.</i> • <i>Uses linguistic frameworks inconsistently.</i> 		<p>4</p> <ul style="list-style-type: none"> • Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register. <p>3</p> <ul style="list-style-type: none"> • Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms. 	

<p>3-4</p>	<ul style="list-style-type: none"> • Anecdotal/descriptive with implicit relevance. • <i>Identifies some elements of social/regional/occupational variations.</i> 	<p>2</p>	<ul style="list-style-type: none"> • Intrusive basic errors. • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms.
<p>1-2</p>	<ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Offers a lay answer without linguistic awareness.</i> 	<p>1</p>	<ul style="list-style-type: none"> • Major flaws in language. • Communication impeded.
<p>0</p>	<ul style="list-style-type: none"> • No understanding of anything concerned with the study of language. 	<p>0</p>	<ul style="list-style-type: none"> • Total irrelevance/incomprehensible.

Q3	<p>Key Words: Over the last 50 years concern for equality has influenced changes in British English. Explore some of these changes and discuss attitudes shown towards them. In your answer you might like to consider gender, ethnicity, disability and other areas you think are relevant.</p> <p>Assessment Focuses: Quality of expression – exploration of issues/concepts relating to contemporary language change and views of causes of change.</p>	
Mark	<p>AO4 Understand, discuss and explore concepts and issues relating to language in use.</p>	<p>Mark</p> <p>AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate coherent written expression.</p>
17-20	<ul style="list-style-type: none"> • Conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Exploratory/original/evaluative approach. • <i>Explores a range of relevant factors.</i> • <i>Evolves overview of different processes of change e.g. amelioration, pejoration.</i> • <i>Engages strongly with evaluative issues.</i> • <i>Integrates theory into argument purposefully.</i> • <i>Challenges common assumptions about language change.</i> • <i>Explores attitudes shown towards political correctness.</i> 	<p>9-10</p> <ul style="list-style-type: none"> • Controlled use of technical aspects. • Precise and deft expression. Subtlety of effect. • Cogent, coherent and cohesive. • Linguistic flair.
13-16	<ul style="list-style-type: none"> • Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • <i>Demonstrates ability to handle and assess different views about lexical/semantic development.</i> • <i>Examines competing forces of change.</i> • <i>Comments on arguments about language change.</i> • <i>Considers carefully attitudes shown towards political correctness and language change.</i> • <i>Examines reasons for change.</i> 	<p>7-8</p> <ul style="list-style-type: none"> • Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.

<p>11-12</p> <ul style="list-style-type: none"> • Depth or range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Develops argument from analysis of specific examples.</i> • <i>Uses linguistic terminology consistently when discussing examples of change.</i> • <i>Makes sustained comments on attitudes to language change.</i> • <i>Traces processes of language change methodically.</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>Describes and discusses recent lexical/semantic changes.</i> • <i>Looks at some examples of attitudes towards language change.</i> • <i>Describes reasons for and processes of change broadly.</i> 		<p>6</p> <ul style="list-style-type: none"> • Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register. <p>5</p> <ul style="list-style-type: none"> • Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite if inconsistent register. 	
<p>7-8</p> <ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Shows some knowledge of lexical/semantic changes.</i> • <i>Begins to look at attitudes to language change.</i> <p>5-6</p> <ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • <i>Begins to describe categories of lexical development.</i> • <i>Shows some awareness of the process of change and development.</i> • <i>Shows some broad awareness of the process of change and development.</i> 		<p>4</p> <ul style="list-style-type: none"> • Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register. <p>3</p> <ul style="list-style-type: none"> • Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms. 	
<p>3-4</p> <ul style="list-style-type: none"> • Anecdotal/descriptive with implicit relevance. • <i>Offers broad historical account of changes with limited use of examples and very limited linguistic comment.</i> <p>1-2</p> <ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Gives a “lay” answer without linguistic awareness.</i> <p>0</p> <ul style="list-style-type: none"> • No understanding of anything concerned with the study of language. 		<p>2</p> <ul style="list-style-type: none"> • Intrusive basic errors. • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms. <p>1</p> <ul style="list-style-type: none"> • Major flaws in language. • Communication impeded. <p>0</p> <ul style="list-style-type: none"> • Total irrelevance/incomprehensible. 	

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	<ul style="list-style-type: none"> Controlled use of technical aspects. Precise and deft expression. Subtlety of effect. Cogent, coherent and cohesive. Linguistic flair.
7-8	<ul style="list-style-type: none"> Rare errors. Clear stylistic shaping. Reader guided through structure. Effective linguistic register.
6	<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 register.
2	<ul style="list-style-type: none"> Intrusive basic errors. 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.
0	<ul style="list-style-type: none"> Total irrelevance/incomprehensible.