

GCE 2005

January Series



Mark Scheme

English Language A

EA2W

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Unit EA2W: 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	<p>Key Words: Comment linguistically – significant features – explain – how they contribute – text’s meanings: inform/advise/raise awareness.</p> <p>Assessment Focuses: Quality of expression – selection/application of LFA – identifying significant language features – explaining and interpreting language use.</p>		
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	<ul style="list-style-type: none"> • Appropriate range of features explored. • Clear and accurate description of distinctive language features and patterns using lexical-semantic, grammatical, phonological frameworks. • Rare errors. • <i>Describes some of: sentence types, sentence functions, simple present tense, present perfect tense, modal verbs, active and passive voice, conjunctions.</i> • <i>Gives perceptive overview of lexical features e.g. jargon, abbreviation, acronym.</i> • <i>Integrates analysis of different features.</i> 	8-10	<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. • Well integrated use of examples and quotations. • Engagement with text’s meaning, purpose and effects. • <i>Discusses functions: informing, advising and raising awareness.</i> • <i>Explores meaning of: verb tenses, modals, conjunctions.</i> • <i>Engages perceptively with the information and advice offered.</i> • <i>Explores text’s different segments.</i> • <i>Shows some overview e.g. how points are qualified; balance of positives and negatives/reassurance versus uncertainty.</i>

<p>6-7</p>	<ul style="list-style-type: none"> • Evidence of some range or depth. • Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. • Largely accurate. • <i>Describes word classes e.g. proper/abstract nouns, or pronouns (person).</i> • <i>Looks at sentence types and functions.</i> • <i>Looks at detailed semantic fields relating to mobile phone use.</i> 	<p>6-7</p>	<ul style="list-style-type: none"> • Describes a range of significant language features. • Clear and detailed understanding of context's influence. • Interprets text's communicative intent. • Fully supported. • <i>Writes closely on word classes and what they convey.</i> • <i>Engages closely with the text and its arguments.</i> • <i>Explores reader address.</i> • <i>Shows awareness of textual patterns e.g. topic sentences.</i>
<p>5</p>	<ul style="list-style-type: none"> • Consistent use of linguistic frameworks. • Describes significant language features or patterns using lexical- semantic, grammatical, phonological frameworks. • Basically accurate. • <i>Identifies pronouns e.g. he/she.</i> • <i>Generally discusses types/functions.</i> 	<p>5</p>	<ul style="list-style-type: none"> • Describes key features of language variation. • Understands effects of context. • Understanding of what text is trying to communicate. • Illustrated points. • <i>Looks at how the text is geared to informing, advising and raising awareness.</i> • <i>Comments on address.</i>

<p>4</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. • Restricted range. • <i>Broadly identifies semantic fields.</i> <p>3</p> <ul style="list-style-type: none"> • Attempts to use frameworks for description. • Identifies relevant language features. • Occasional accuracy of description. • <i>Focuses partially on language.</i> • <i>Dwells on graphology/formality/complexity.</i> 		<p>4</p> <ul style="list-style-type: none"> • Distinguishes some features of language variation. • Awareness of what texts are trying to communicate. • Illustrated points. • <i>Identifies for e.g. informing and advising functions only.</i> • <i>Labels broad fields of meaning.</i> <p>3</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 a general sense of purpose.</i> • <i>Makes broad comments about audience.</i> • <i>Comments on formality.</i> 	
<p>2</p> <ul style="list-style-type: none"> • Attempts to use frameworks but minimal accuracy achieved. • <i>Quotes judiciously without linguistic description.</i> • <i>Identifies unhelpful features and labels with no sense of significance.</i> <p>1</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 the data extracts. 		<p>2</p> <ul style="list-style-type: none"> • Simple/generalised/descriptive accounts of the content of the text. • Paraphrase. • Excessive quotation. • Superficial reactions to texts. • <i>Gives well selected but unanalysed quotations.</i> • <i>Summarises or paraphrases the leaflet.</i> <p>1</p> <ul style="list-style-type: none"> • Major misunderstanding of audience/purpose/context/content/meaning. <p>0</p> <ul style="list-style-type: none"> • 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	<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. • No use of/complete 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.

Q2	<p>Key words: Leaflet – advise – teenagers – health risks – tattoos – schools, pharmacies and doctors’ surgeries – 400 words – brief indications of design features – Text B.</p> <p>Assessment Focuses: Selection and adaptation of source ideas – form and shaping – stylistic choices – writing for audience and purpose – following genre.</p>		
Mark	<p>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.</p>		
	A Content	B Form	C Style
8-10	<ul style="list-style-type: none"> • Interesting and engaging content for audience and purpose. • <i>Comprehensive and detailed overview of health risks.</i> • <i>Omission of information not relevant to new audience.</i> • <i>Sources thoroughly and skilfully transformed.</i> 	<ul style="list-style-type: none"> • Skilful and knowledgeable use of forms. • Reader guided. • Some ability to innovate/take risks. • Well constructed. • <i>Interesting and lively leaflet that communicates effectively.</i> • <i>Highly competent use of textual conventions.</i> • <i>Highly cohesive.</i> 	<ul style="list-style-type: none"> • Close attention to the communication of meaning. • Judicious choices. • Stylish. • A text that works. • Complexity and difficulty handled well. • Rare errors. • <i>Control of syntactic patterns to direct and focus the reader’s attention.</i> • <i>Stylish use of sentence effects.</i> • <i>Controls address.</i>

6-7	<ul style="list-style-type: none"> Content well selected for specific audience and purpose. <i>Sources assimilated and transformed.</i> <i>Salient content identified.</i> 	<ul style="list-style-type: none"> Convincing control of form, paying attention to genre and needs of audience. <i>Appropriate layout/graphology, paragraphing and sentencing.</i> 	<ul style="list-style-type: none"> Style sustained. Shaping at all levels. Straightforward styles used. Accuracy firmly controlled. Appropriate sentence styles. <i>Vocabulary is carefully chosen.</i> <i>Teenage audience is appropriately addressed.</i> <i>Controlled, clear friendly-formal style.</i> <i>Some slips.</i>
5	<ul style="list-style-type: none"> Developed content that fulfils the task. <i>A recognisably new text is created.</i> 	<ul style="list-style-type: none"> Competent handling of a form, showing knowledge of requirements and conventions. <i>Different textual segments.</i> <i>Clearly recognisable as an advisory leaflet.</i> 	<ul style="list-style-type: none"> Controlled and clear style employed. Some slips. Infrequent technical errors. <i>Avoids an overly formal style.</i>
4	<ul style="list-style-type: none"> Developed and appropriate content with some gaps. <i>Transformation occurs.</i> <i>Source used to characterise the leaflet.</i> 	<ul style="list-style-type: none"> Clear structural elements. Basic handling of form. Simple forms. <i>Some sub editorial awareness.</i> 	<ul style="list-style-type: none"> Style shaped for audience and purpose. Occasional errors. <i>Use of convincing address.</i>
3	<ul style="list-style-type: none"> Sustained content – broadly appropriate for audience/purpose. Some unnecessary content. <i>Closely reliant on source text.</i> <i>Limited range in terms of content or function.</i> <i>Some identification of relevant points.</i> 	<ul style="list-style-type: none"> Some awareness of textual structures/conventions. <i>Some direction to text.</i> 	<ul style="list-style-type: none"> Style modified for audience and purpose. Inconsistent. Frequent errors. <i>Some stylistic shifting.</i>

2	<ul style="list-style-type: none"> • Undeveloped content. • Unlikely to engage/satisfy audience. • <i>Unassimilated.</i> 	<ul style="list-style-type: none"> • Simple organisational features. • Limited realisation of conventions. • <i>Overlong sentences.</i> • <i>No sub-editorial control.</i> 	<ul style="list-style-type: none"> • Simple style broadly shaped for audience and purpose. • Intrusive basic errors. • Untransformed sources. • <i>Very limited communication.</i>
1	<ul style="list-style-type: none"> • Simple outline. • Rough notes. • <i>Fragmented.</i> 	<ul style="list-style-type: none"> • Rudimentary form. • <i>Reliant on the form of the source.</i> 	<ul style="list-style-type: none"> • Major flaws in language. • <i>Communication impeded.</i>
0	<ul style="list-style-type: none"> • Insubstantial. 	<ul style="list-style-type: none"> • No sense of form or shaping of material. 	<ul style="list-style-type: none"> • Fails to communicate.

Q3	<p>Key words: Local art gallery – staging an exhibition – cultural history – tattooing – text – information board – stand at entrance to exhibition – 200 words – Text C.</p> <p>Assessment Focuses: Selection and adaptation of source ideas – form and shaping – stylistic choices – writing for audience and purpose – following genre.</p>		
Mark	<p>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.</p>		
	A Content	B Form	C Style
8-10	<ul style="list-style-type: none"> • Interesting and engaging content for audience and purpose. • <i>Comprehensive and detailed description.</i> • <i>Omission of information not relevant to audience and purpose.</i> • <i>Through and skilful transformation of sources.</i> 	<ul style="list-style-type: none"> • Skilful and knowledgeable use of forms. • Reader guided. • Some ability to innovate/take risks. • Well constructed. • <i>Lively text that communicates effectively.</i> • <i>Highly competent use of textual conventions.</i> • <i>Highly cohesive.</i> 	<ul style="list-style-type: none"> • Close attention to the communication of meaning. • Judicious choices. • Stylish. • Texts that work. • Complexity and difficulty handled well. • Rare errors. • <i>Control of syntactical patterns to direct and focus the reader's attention.</i> • <i>Stylish use of sentence effects.</i> • <i>Controls address.</i>
6-7	<ul style="list-style-type: none"> • Content well selected for specific audience and purpose. • <i>Sources assimilated and transformed.</i> • <i>Salient content identified.</i> 	<ul style="list-style-type: none"> • Convincing control of form, paying attention to genre and needs of audience. • <i>Appropriate layout/graphology, paragraphing and sentencing.</i> 	<ul style="list-style-type: none"> • Style sustained. • Shaping at all levels. • Accuracy firmly controlled. • <i>Vocabulary carefully chosen.</i> • <i>Audience appropriately addressed.</i> • <i>Controlled and clear style.</i> • <i>Some slips.</i>
5	<ul style="list-style-type: none"> • Fully developed content that fulfils the task. • <i>A recognisably new text is created.</i> 	<ul style="list-style-type: none"> • Form competently handled, showing knowledge of requirements and conventions. • <i>Different textual segments.</i> • <i>Clearly recognisable as a text for an exhibition information board.</i> 	<ul style="list-style-type: none"> • Infrequent technical errors. • <i>Avoids an overly formal style.</i>

<p>4</p>	<ul style="list-style-type: none"> Developed and appropriate content with some gaps. <i>Transformation occurs.</i> <i>Source used to characterise the information board.</i> 	<ul style="list-style-type: none"> Clear structural elements. Basic handling of a form. <i>Simple forms.</i> 	<ul style="list-style-type: none"> Style shaped for audience and purpose. Occasional errors. <i>Use of convincing address.</i>
<p>3</p>	<ul style="list-style-type: none"> Sustained content – broadly appropriate for audience/purpose. Some unnecessary content. <i>Closely reliant on source text.</i> <i>Limited range in terms of content or function.</i> <i>Some identification of relevant points.</i> 	<ul style="list-style-type: none"> Awareness of textual structures/conventions. <i>Some direction to text.</i> 	<ul style="list-style-type: none"> Style modified for audience and purpose. Inconsistent. Frequent errors. <i>Some stylistic shifting.</i>
<p>2</p>	<ul style="list-style-type: none"> Undeveloped content. Unlikely to engage/satisfy audience/purpose. <i>Unassimilated.</i> 	<ul style="list-style-type: none"> Simple organisational features. Limited realisation of conventions. <i>Overlong sentences.</i> 	<ul style="list-style-type: none"> Simple style broadly shaped for audience and purpose. Intrusive basic errors. Untransformed source language. <i>Very limited communication.</i>
<p>1</p>	<ul style="list-style-type: none"> Simple outline. Rough notes. <i>Fragmented.</i> 	<ul style="list-style-type: none"> Rudimentary form. <i>Reliant on the form of the sources.</i> 	<ul style="list-style-type: none"> Major flaws in language. <i>Communication impeded.</i>
<p>0</p>	<ul style="list-style-type: none"> Insubstantial. 	<ul style="list-style-type: none"> No sense of form or shaping of material. 	<ul style="list-style-type: none"> Fails to communicate.

Q4	<p>Key Words: Linguistic devices – leaflet – information board – suitable – different purposes – examples from texts – illustrate points – provide reasons – linguistic choices.</p> <p>Assessment Focuses: Quality of expression – selection/application of LFA – exploring audience/purpose – explaining and commenting on language use.</p>		
Mark	<p>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.</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>
8-10	<ul style="list-style-type: none"> • Clear overview of how to create appropriate effects for audience and purpose, showing a good understanding of how language works at different levels. • <i>Analyses communicative strategies employed for the two different purposes.</i> 	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"> • Distinguishes a range of significant features. • Clear and detailed comment on texts' communicative intent. • Fully supported commentary, showing linguistic insight. • <i>Looks at sentence functions and types.</i> 	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"> • Distinguishes key features of style and effect created. • Illustrated points using linguistic knowledge. • <i>Explores issues of address.</i> • <i>Deals with significant word classes.</i> 	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.

<p>4</p> <ul style="list-style-type: none"> • Some identification of language features used. • Some use of linguistic frameworks or concepts. • <i>Some discussion of address.</i> <p>3</p> <ul style="list-style-type: none"> • Awareness of effect of audience and purpose and own intentions shown. • <i>Identifies examples of genre: mainly vocabulary/formality.</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>2</p> <ul style="list-style-type: none"> • Descriptive accounts of texts written: explains content. • Unanalysed quotations for examples. <p>1</p> <ul style="list-style-type: none"> • Minimal commentary on the texts. <p>0</p> <ul style="list-style-type: none"> • No reference to candidate's own texts. 		<p>2</p> <ul style="list-style-type: none"> • Intrusive basic errors (sentence punctuation, there/their etc). • Simple expression – conveys basic points. • Short/incomplete work. • No use of/complete misunderstanding of linguistic terms. <p>1</p> <ul style="list-style-type: none"> • Major flaws in language. • Communication impeded but some points are conveyed. <p>0</p> <ul style="list-style-type: none"> • Total irrelevance/incomprehensible. 	