GCE 2005
January Series

AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark Scheme

English Language A

ENA1

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.

Unit ENA1: 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 - contribute – text's meanings: information – opinions - Strummer's life/musical career – reader response. **Assessment Focuses:** Quality of expression – application of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features.		
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.**
16-20	• Appropriate range of features explored. • Clear and accurate description of distinctive language features and patterns using frameworks. • Rare errors. • *Describes some of: present perfective, perfect, past, progressives, modals, conjunctions, superlatives, types of adverb, abstract/concrete nouns.* • *Gives perceptive overview of lexical features: word play, allusions, styles.* • *Integrates analysis of different features.*	**16-20**	• 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. • *Explores meanings of verb tenses/forms, modals, adverbs.* • *Engages with opinions and views.* • *Shows some overview e.g. passion, commitment, controversy, violence, eclecticism, success, contrast of background, structure.*

11-15	- Evidence of some range or depth. - Describes a range of significant language features or patterns using lex-sem, gramm, phon frameworks. - Largely accurate. *Describes word classes e.g. proper nouns, nouns, adjectives, verbs, adverbs.*	**11-15**	- Describes a range of significant language features. - Understands context's influence clearly and in detail and interprets text's communicative intent. - Fully supported. *Writes closely on word classes and what they convey.* *Engages with representation of Strummer's music/life.* *Begins to show understanding of vocabulary conveying opinions.*
9-10	- Consistent use of linguistic frameworks. - Describes significant language features or patterns using lex-sem, gramm, phon frameworks. - Basically accurate. *Identifies person/function (10).* *Identifies pronouns (9).*	**9-10**	- Describes key features of language variation. - Understanding of effect of context and what texts are trying to communicate. - Illustrated points. *Comments on 3rd person biography/nature of obituary.* *Makes some comment on nature of Strummer's music/life.*
7-8	- Uses a linguistic framework. Identifies and attempts to describe relevant language features. - Uncertainty of description – some errors occur. *Comments on denotations and connotations.* *Identifies fields, metaphors.*	**7-8**	- Distinguishes some features of language variation. - Awareness of effect of context and what texts are trying to communicate. - Illustrated points. *Labels broad fields of meaning: types of music, band and album names, places.* *Comments on some word choices and connotations.*
5-6	- Attempts to use frameworks for description. - Identifies some relevant language features - occasional accuracy of description. *Focuses partially on language.* *Dwells on graphology/complexity/formality.*	**5-6**	- Identifies some features of language variation. - Some use of content: specific references/examples/quotation. - Broad awareness that context has influenced language use. *Shows general sense of purposes/focus on Strummer/music.* *Gives broad comments about audiences and formality.*

3-4	• Attempts to use frameworks but minimal accuracy achieved. • Quotes judiciously without linguistic description. • *Identifies unhelpful linguistic features and labels with no sense of significance.*	**3-4**	• Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation. • Superficial reactions to texts. • *Gives well selected but unanalysed quotations.* • *Summarises the obituary.*
1-2	• Minimal engagement with language of the data extracts. • Rare quotations or reference to the language of the extracts.	**1-2**	• Major misunderstanding of audience/purpose/context/ content/meaning. • *Rarely comments on details of the text.*
0	• No engagement with data extracts.	**0**	• Text or data have no influence on the work.

Q2	**Key Words**: **How important** is it to **change the language** that people use to describe **different social groups?** **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.
Mark	**AO4: Understand, discuss and explore concepts and issues relating to language in use.**
16-20	• Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • *Explores a range of well selected examples, discussed linguistically.* • *Understands and comments on different views of language e.g. determinist, reflectionist, universalist.* • *Explores the value of language reform.* • *Discusses social and cultural contexts, e.g. attitudes to PC; processes of language change.* • *Argues a case about the significance of language.*
11-15 **9-10**	• Depth/range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • *Makes detailed linguistic analysis of words and examples showing prejudices in language.* • Understands and knows a range of concepts e.g. generics, lexical gaps, over-representation. • Understands the issues of representation, reflection and social prejudices. • Makes sustained comments on the importance of language. • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • Discusses some words linguistically e.g. metaphors, suffixes. • Outlines some researchers and ideas without close link to task. • Offers some limited comment about the social prejudices expressed by vocabulary.
7-8 **5-6**	• Familiarity with linguistic ideas, concepts and research. Makes sustained explanations. • *Makes occasional linguistic comment on some words e.g. denotation/connotation, origins.* • *Shows some familiarity with linguistic debates - name-dropping or undeveloped/partially understood references to determinism or reflectionism.* • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • *Writes about the meanings and implications of some words.* • *Gives a limited range of examples.* • *Expresses a general awareness of the social prejudices expressed by vocabulary.*

3-4	• Anecdotal/descriptive with implicit relevance. • Uncertain about how to carry out linguistic study. • *Identifies words but does not comment on them/does not convey the issues clearly.* • *Does not focus on vocabulary and prejudices, e.g. writes about attitudes to accents and class.* • *Makes broad or lay assertions – e.g. words are offensive.*
1-2	• Little focus on linguistic issues. • *Makes generalised discussions of sexism or racism issues without focusing on language.*
0	• No understanding of anything concerned with the study of language.

Q3	**Key Words**: **Discuss competing theories** about children's language acquisition by **exploring** the **data** below and **examples of your own.** **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.
Mark	**AO4: Understand, discuss and explore concepts and issues relating to language in use.**
16-20	• Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • *Explores a range of examples linguistically.* • *Looks at syntax and systematic phonological variations.* • *Articulates explicit understanding of active and deductive process or reception vs. production.* • *Comments critically on theories of acquisition.* • *Uses evidence to argue about theories.* • *Sees the place of imitation and input.* • *Evaluates correction.*
11-15	• Depth/Range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • *Examines a range of features in detail, especially morphological examples.* • *Makes some points about research and theories regarding imitation, e.g. fis phenomenon.* • *Expresses a developed view of the nature of the acquisition process, based on data/examples.* • *Considers correction issues, cognitive issues.* • *Explains some rules/principles applied by children, e.g. the cause of extension, rules for plurality, tense.*
9-10	• Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • *Makes comments about some particular examples or features, e.g. examines grammatical features.* • *Explains some theories in detail and with understanding, but without relating closely to examples/data.* • *Outlines some view of nature of acquisition.*

7-8	• Familiarity with linguistic ideas, concepts and research. Makes sustained explanations. • *Identifies and describes some features of children's language, e.g. over-extension.* • *Makes undeveloped references to theories – name-dropping/partial understanding.* • *Shows broad/implicit understanding of the nature of the acquisition process.*
5-6	• Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • *Provides a broad/partial account of stages of development. Focuses on pre-verbal stages.* • *Discusses a limited range of examples with occasional linguistic insight.*
3-4	• Anecdotal/descriptive with implicit relevance. • Uncertain about how to carry out linguistic study. • *Identifies examples but does not comment on them/does not convey the issues clearly.* • *Gives generalised/lay discussions of linguistic developments/makes broad assertions.*
1-2	• Little focus on linguistic issues. • *Gives generalised discussions of children's development without language focus.*
0	• 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	• Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
6-7	• Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
5	• Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite if inconsistent linguistic register.
4	• Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register.
3	• Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.
2	• Intrusive basic errors (sentence punctuation, there/their etc). • Simple expression - conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms.
1	• Major flaws in language. • Communication impeded - but some points are conveyed.
0	• Total irrelevance/incomprehensible.