AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

English Language 5701
Specification A

EA2W Using Language

Mark Scheme

2005 examination – June series

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.

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.

Assessment Objective	1	2	3i	5i	Total
Question 1 Language Analysis	10		10	10	30
Question 2 Language Production		60			60
Question 3 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

$$\begin{array}{lll} \text{E.g.} & \text{AO1} & 6 \\ & \text{AO3i} & 6 \\ & \underline{\text{AO5i}} & \underline{7} \end{array}$$

$$\fbox{19}$$

Question 2 – Language Production.

- award a mark out of 10 for AO2a, double it and put it in the right hand margin
- award a mark out of 10 for AO2b, double it and put it in the right hand margin
- award a mark out of 10 for AO2c, double it and put it in the right hand margin
- add together and put a ringed total out of 60 in the right hand margin

$$\begin{array}{llll} \text{E.g.} & \text{AO2a} & 5\text{x}2 & 10 \\ & \text{AO2b} & 6\text{x}2 & 12 \\ & \underline{\text{AO2c}} & \underline{6\text{x}2} & \underline{12} \end{array}$$

$$\fbox{34}$$

Question 3 – 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   5x2   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 the box in the top right hand corner. Initial your mark.

Q1	**Key Words:** Comment linguistically – significant features – explain – how they contribute – text's meanings: inform/persuade. **Assessment Focuses:** Quality of expression – selection/application of LFA – identifying significant language features – explaining and interpreting language use.		
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	• Appropriate range of features explored. • Clear and accurate description of distinctive language features and patterns using lexical-semantic, grammatical, phonological frameworks. • Rare errors. • *Uses sentence and clause analysis*. • *Describes e.g. simple present tense, present perfect tense, modal verbs, adverb types, active and passive voice, proper/abstract nouns or comparative/evaluative adjectives.* • *Gives perceptive overview of lexical features e.g. jargon, abbreviation.* • *Integrates analysis of different features.*	**8-10**	• 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. • *Explores meaning of: verb tenses, modals, adverbs.* • *Engages perceptively with the information and persuasion used.* • *Considers how the audience is positioned as an ethical consumer.* • *Explores text's different segments.* • *Shows some overview e.g. movement from negative to positive.*

6-7	- Evidence of some range or depth. - Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. - Largely accurate. *Describes word classes e.g. 1st person pronoun.* *Describes sentence types.*	**6-7**	- Describes a range of significant language features. - Clear and detailed understanding of context's influence. - Interprets text's communicative intent. - Fully supported. *Writes closely on word classes and what they convey.* *Engages closely with the text and its persuasive strategies.* *Shows awareness of textual patterns e.g. topic sentences.*
5	- Consistent use of linguistic frameworks. - Describes significant language features or patterns using lexical semantic, grammatical, phonological frameworks. - Basically accurate. *Identifies pronouns e.g. he/she.* *Describes sentence functions.* *Classifies some lexical features e.g. positive and negative lexis.*	**5**	- Describes key features of language variation. - Understands effects of context. - Understanding of what text is trying to communicate. - Illustrated points. *Looks at how the text is geared to informing and persuading.* *Comments on address.* *Looks at different semantic fields relating to ethical trade and the clothing industry.*

4	• Uses a linguistic framework. • Identifies and attempts to describe relevant language features. • Uncertainty of description – some errors occur. • Restricted range. • *Broad identification of semantic fields.* • *Identifies connotations.*	**4**	• Distinguishes some features of language variation. • Awareness of what texts are trying to communicate. • Illustrated points. • *Looks at broad fields of meaning.* • *Comments on some word choices.* • *Identifies for e.g. informing function only.*
3	• Attempts to use frameworks for description. • Identifies relevant language features. • Occasional accuracy of description. • *Focuses partially on language.* • *Broad discussion of formality and complexity.*	**3**	• Identifies some features of language variation. • Some use of content: specific references/examples/quotation. • Broad awareness that context has influenced language use. • *Makes broad comments about audience.*
2	• Attempts to use frameworks but minimal accuracy achieved. • *Quotes without linguistic description.* • *Identifies unhelpful linguistic features and labels with no sense of significance e.g. lists nouns.*	**2**	• Simple/generalised/descriptive accounts of the content of the text. • Paraphrase. • Excessive quotation. • Superficial reactions to texts. • *Summarises or paraphrases the article.*
1	• Minimal engagement with language of the data extracts. • Rare quotations or reference to the language of the extracts.	**1**	• Major misunderstanding of audience/purpose/context/content/meaning.
0	• No engagement with the data extracts.	**0**	• 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	- Rare errors. - Clear stylistic shaping. - Reader guided through structure. - Effective linguistic register.
6-7 **5**	- Firm control of accuracy. - Controlled expression of ideas. - Line of argument. - Controlled linguistic register. - Infrequent technical errors. - Clear communication of ideas. - Simple list structure; introduction and conclusion present. - Definite, if inconsistent, linguistic register.
4 **3**	- Occasional technical errors. - Expression suitable for ideas. - Structure/organisation emerge. - Some control of linguistic register. - Frequent errors. - Conveys basic ideas. - Scatter gun structure. - Occasional use of linguistic terms.
2 **1** **0**	- Intrusive basic errors (sentence punctuation, there/their etc). - Simple expression – conveys basic points. - Short/incomplete work. - No use of/complete misunderstanding of linguistic terms. - Major flaws in language. - Communication impeded but some points are conveyed. - Total irrelevance. - Incomprehensible.

Q2	**Key words:** Article – *The Guardian* newspaper- raises awareness issues involved – swimming with wild dolphins- 350-400 words- brief indications of design features **Texts B** and **C.** **Assessment Focuses:** Selection and adaptation of source idea – form and shaping – stylistic choices – writing for audience and purpose – following genre.		
Mark	**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.**		
	A Content	**B Form**	**C Style**
8-10	• Interesting/engaging content for audience/purpose. • *Comprehensive and detailed overview of issues involved in swimming with wild dolphins.* • *Omission of information not relevant to new audience.* • *Sources thoroughly and skilfully transformed.*	• Skilful/knowledgeable use of forms. • Reader guided. • Some ability to innovate/take risks. • Well constructed. • *Interesting and lively article that communicates issues effectively.* • *Highly competent use of textual conventions.* • *Highly cohesive.*	• Close attention to the communication of meaning. • Judicious choices. • Stylish. • A text that works. • Complexity and difficulty handled well. • Rare errors. • *Control of syntactic patterns to direct and focus the reader's attention.* • *Stylish use of sentence effects.* • *Address controlled.*

6-7	• Content well selected for specific audience and purpose. • *Sources assimilated and transformed.* • *Salient content identified.*	• Convincing control of form, paying attention to genre and needs of audience. • *Appropriate layout/graphology e.g. uses some of the following: an eye-catching headline, well chosen subheadings, picture captions, pull quotes.* • *Appropriate paragraphing and sentencing.* • *Well organised.*	• Style sustained. • Shaping at all levels. • Straightforward styles used. • Accuracy firmly controlled. • Appropriate sentence styles. • *Vocabulary is carefully chosen.* • *The Guardian audience is appropriately addressed.* • *Controlled, clear style.* • *Some slips.*
5	• Developed content that fulfils the task. • *A recognisably new text is created.*	• Competent handling of a form, showing knowledge of requirements and conventions. • *Different textual segments.* • *Clearly recognisable as a broadsheet article.*	• Controlled and clear style employed. • Some slips. • Infrequent technical errors. • *Avoids an overly formal/informal style.*
4	• Developed and appropriate content with some gaps. • *Transformation occurs.* • *Sources used to characterise the article.*	• Clear structural elements. • Basic handling of form. • Simple forms. • *Some sub editorial awareness.*	• Style shaped for audience/purpose. • Occasional errors. • *Use of convincing address.*
3	• Sustained content – broadly appropriate for audience/purpose. • Some unnecessary content. • *Closely reliant on source texts.* • *Limited range in terms of content or function.* • *Some identification of relevant points.*	• Some awareness of textual structures/conventions. • *Some direction to the article.*	• Style modified for audience and purpose. • Inconsistent. • Frequent errors. • *Some stylistic shifting.*

2	• Undeveloped content. • Unlikely to engage/satisfy audience. • *Unassimilated.*	• Simple organisational features. • Limited realisation of conventions. • *Overlong sentences.* • *No sub-editorial control.*	• Simple style broadly shaped for audience and purpose. • Intrusive basic errors. • Untransformed sources. • *Very limited communication.*
1	• Simple outline. • Rough notes. • *Fragmented.*	• Rudimentary form. • *Reliant on the form of the source.*	• Major flaws in language. • *Communication impeded.*
0	• Insubstantial.	• No sense of form or shaping of material.	• *Fails to communicate.*

Q3	Key Words: Linguistic devices - article -suitable- audience and purpose- examples from texts - illustrate points - provide reasons - linguistic choices. Assessment Focuses: Quality of expression – selection/application of LFA – exploring audience/purpose – explaining and commenting on language use.		
Mark	**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.**	**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	• Clear overview of how to create appropriate effects for audience and purpose, showing a good understanding of how language works at different levels. • *Analyses communicative strategies employed for audience and purpose.*	8-10	• Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
6-7	• Distinguishes a range of significant features. • Clear and detailed comment on texts' communicative intent. • Fully supported, showing linguistic insight. • *Looks at sentence functions and types.*	6-7	• Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
5	• Distinguishes key features of style and effects created. • Illustrated points using linguistic knowledge. • *Explores issues of address.* • *Deals with significant word classes.*	5	• Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite, if inconsistent, linguistic register.
4	• Some identification of language features used. • Some use of linguistic frameworks or concepts. • *Some discussion of address.*	4	• Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register.
3	• Awareness of effect of audience and purpose and own intentions shown. • *Identifies examples of genre: mainly vocabulary/formality.*	3	• Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.

2	• Descriptive account of text written: explains content. • Unanalysed quotations for examples.	**2**	• 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	• Minimal commentary on the text.	**1**	• Major flaws in language. • Communication impeded but some points are conveyed.
0	• No reference to candidate's own text.	**0**	• Total irrelevance/incomprehensible.