



## General Certificate of Education

# English Language 6701 *Specification A*

### *EN45 Language Variation and Change*

## 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.

## EN45: 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.

Assessment Objective	1	3ii	4	5ii	Total
<b>Texts from Different Times</b>	10	10		10	<b>30</b>
<b>Language Variation and Change</b>	10		20		<b>30</b>

### 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.

<b>Q1</b>	<b>Keywords:</b> Analyse and evaluate how she uses language to convey her thoughts and feelings.  <b>Assessment Focuses:</b> 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.		
<b>Mark</b>	<b>AO3ii</b> <b>Apply and explore frameworks for the systematic study of spoken and written English at different levels, commenting on the usefulness of the approaches taken.</b>	<b>Mark</b>	<b>AO5ii</b> <b>Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.</b>
<b>9-10</b>	<ul style="list-style-type: none"> <li>• Selects appropriate range of frameworks and applies in some depth.</li> <li>• Searching and confident linguistic analysis, using frameworks to enhance and illuminate understanding.</li> <li>• Evaluates frameworks.</li> <li>• Clear and accurate description.</li> <li>• <i>Analyses sentence types such as the complex description of Mrs Delany’s spirits (lines 10-16).</i></li> <li>• <i>Analyses sentence moods such as Burney’s use of the exclamatory valediction “even when there is most to be applauded and admired”.</i></li> <li>• <i>Describes balanced structures and parallelism.</i></li> <li>• <i>Uses linguistic frameworks systematically and purposefully.</i></li> </ul>	<b>9-10</b>	<ul style="list-style-type: none"> <li>• Analytical grasp of how language works across different levels.</li> <li>• Ability to place analysis in wider contexts.</li> <li>• Perceptive/conceptualised/illuminating/open-minded.</li> <li>• Interesting and judicious use of examples and quotation.</li> <li>• Evaluates appropriateness/success.</li> <li>• Shows subtle awareness of the effect of context on meaning.</li> <li>• <i>Evaluates the effectiveness of the use of emotive language.</i></li> <li>• <i>Explores distinctive features of personal letter genre.</i></li> <li>• <i>Explores historical context of key linguistic features.</i></li> <li>• <i>Analyses linguistic features in terms of topic and meaning.</i></li> <li>• <i>Explores tenor/shared knowledge.</i></li> <li>• <i>Examines significance of key grammatical features.</i></li> </ul>

<p><b>7-8</b></p>	<ul style="list-style-type: none"> <li>• Selects and identifies a range of illuminating frameworks, showing understanding of their value.</li> <li>• Illuminating application of linguistic frameworks.</li> <li>• Describes range of language features or patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>• Rare errors.</li> <li>• <i>Describes grammatical features such as verb tenses, adverb types and sentence types.</i></li> <li>• <i>Demonstrate some depth of semantic awareness.</i></li> </ul>	<p><b>7-8</b></p>	<ul style="list-style-type: none"> <li>• Confident analysis of language features, their explanatory context and their communicative impact.</li> <li>• A subtle reading integrating various levels of description.</li> <li>• Exploration of text’s meaning, purpose and effects.</li> <li>• Close reading and well integrated quotation.</li> <li>• Evaluative comments are well supported.</li> <li>• <i>Examines the effectiveness of Fanny’s writing.</i></li> <li>• <i>Considers how language is used to convey topics and meanings e.g. Mrs Delany’s spirits and the death of Dr Johnson.</i></li> <li>• <i>Shows clear awareness of the mixed mode of the personal letter.</i></li> <li>• <i>Examines structure of Fanny’s comments.</i></li> <li>• <i>Shows clear awareness of text from different time.</i></li> </ul>
<p><b>5-6</b></p>	<ul style="list-style-type: none"> <li>• Selects and identifies some frameworks.</li> <li>• Consistent application of linguistic frameworks.</li> <li>• Describes significant language features or patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>• Largely accurate.</li> <li>• <i>Describes some word classes.</i></li> <li>• <i>Describes some general sentence functions.</i></li> <li>• <i>Describes first person and second person pronouns.</i></li> <li>• <i>Identifies some significant semantic features.</i></li> </ul>	<p><b>5-6</b></p>	<ul style="list-style-type: none"> <li>• Analyses meanings of a range of language features.</li> <li>• Clear and detailed understanding of context’s influence.</li> <li>• Engagement with text’s communicative intent.</li> <li>• Fully supported.</li> <li>• Some evaluative comment tied to textual detail.</li> <li>• <i>Analyses text’s meanings in the context of Fanny’s purpose to inform and entertain.</i></li> <li>• <i>Shows awareness of text from different time.</i></li> <li>• <i>Describes the effect of particular word classes.</i></li> <li>• <i>Considers address.</i></li> </ul>

<p><b>4</b></p>	<ul style="list-style-type: none"> <li>• Selects and identifies a framework.</li> <li>• Applies a linguistic framework.</li> <li>• Describes relevant language features.</li> <li>• Uncertainty of description – some errors occur.</li> <li>• <i>Comments on some relevant linguistic features without development.</i></li> <li>• <i>Identifies basic semantic features.</i></li> <li>• <i>Identifies first/second person pronouns.</i></li> <li>• <i>Identifies some graphological features.</i></li> </ul>	<p><b>4</b></p>	<ul style="list-style-type: none"> <li>• Distinguishes some features of language variation.</li> <li>• Begins to analyse what text communicates.</li> <li>• Illustrated points.</li> <li>• Broadly evaluative.</li> <li>• <i>Shows some awareness of context and meaning.</i></li> <li>• <i>Begins to comment on text from different time.</i></li> <li>• <i>Shows basic awareness of Fanny's experiences e.g. trying to visit Mrs Delany.</i></li> </ul>
<p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Selects some relevant language features.</li> <li>• Attempts to apply frameworks for the description.</li> <li>• Occasional accuracy of description.</li> <li>• <i>Focuses partially on language – dwells on content.</i></li> <li>• <i>Identifies some linguistic features without explanation.</i></li> </ul>	<p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Identifies some features of language variation.</li> <li>• Broad analysis of how context has influenced language use.</li> <li>• Some use of content: specific references/examples/quotation.</li> <li>• <i>Shows general understanding of audience, mode and purposes.</i></li> <li>• <i>Gives very broad comments about level of formality.</i></li> </ul>
<p><b>2</b></p>	<ul style="list-style-type: none"> <li>• Attempts to use framework but minimal accuracy achieved.</li> <li>• <i>Chooses some relevant quotations but with no use of linguistic register and no sense of distinctiveness/significance.</i></li> </ul>	<p><b>2</b></p>	<ul style="list-style-type: none"> <li>• Simple/generalised/descriptive accounts of the content of text and data. Paraphrase. Excessive quotation.</li> <li>• Superficial reactions to texts.</li> <li>• <i>Gives unanalysed quotations.</i></li> <li>• <i>Summarises content in terms of paraphrase.</i></li> </ul>
<p><b>1</b></p>	<ul style="list-style-type: none"> <li>• Minimal engagement with language of the data extract.</li> <li>• <i>Makes minimal reference to language.</i></li> </ul>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>• Limited understanding. Major misunderstanding of mode/purpose/context/content/meaning.</li> <li>• <i>Makes no reference to language of the extract.</i></li> </ul>
<p><b>0</b></p>	<ul style="list-style-type: none"> <li>• No engagement with data extract.</li> </ul>	<p><b>0</b></p>	<ul style="list-style-type: none"> <li>• Text or data has no influence on the work.</li> </ul>

<b>Q1</b>	
<b>Mark</b>	<b>AO1 Communicate clearly the knowledge, understanding, and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.</b>
<b>9-10</b>	<ul style="list-style-type: none"> <li>• Controlled use of technical aspects.</li> <li>• Precise and deft expression. Subtlety of effect.</li> <li>• Cogent, coherent and cohesive.</li> <li>• Linguistic flair.</li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>• Rare errors.</li> <li>• Clear stylistic shaping.</li> <li>• Reader guided through structure.</li> <li>• Effective linguistic register.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Firm control of accuracy.</li> <li>• Controlled expression of ideas.</li> <li>• Line of argument.</li> <li>• Controlled linguistic register.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Infrequent technical errors.</li> <li>• Clear communication of ideas.</li> <li>• Simple list structure; introduction and conclusion present.</li> <li>• Definite if inconsistent linguistic register.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Occasional technical errors.</li> <li>• Expression suitable for ideas.</li> <li>• Structure/organisation emerges.</li> <li>• Some control of linguistic register.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Frequent errors.</li> <li>• Conveys basic ideas.</li> <li>• Scatter gun structure.</li> <li>• Occasional use of linguistic terms.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Intrusive basic errors.</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>

<b>Q2</b>	<b>Key Words: Describe the key lexical and grammatical features of one or more non-standard varieties of English. Discuss why people use these features.</b>	
<b>Mark</b>	<b>AO4</b> <b>Understand, discuss and explore concepts and issues relating to language in use.</b>	<b>Mark</b> <b>AO1</b> <b>Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.</b>
<b>17-20</b>	<ul style="list-style-type: none"> <li>• Conceptualised overview of theories and research.</li> <li>• Analyses and evaluates alternative views.</li> <li>• Identifies and challenges standpoints.</li> <li>• Exploratory/original/evaluative approach.</li> <li>• <i>Places discussion within analysis of the dynamics of regional, cultural and linguistic variation.</i></li> <li>• <i>Explores language as a construction of personal and group identity.</i></li> <li>• <i>Examines some grammatical features such as subject/verb agreement and multiple negation.</i></li> <li>• <i>Engages enthusiastically with relevant research and linguistic debates e.g. descriptivist/prescriptivist.</i></li> <li>• <i>Challenges common assumptions by examining particular variations and contexts.</i></li> </ul>	<b>9-10</b> <ul style="list-style-type: none"> <li>• Controlled use of technical aspects.</li> <li>• Precise and deft expression. Subtlety of effect.</li> <li>• Cogent, coherent and cohesive.</li> <li>• Linguistic flair.</li> </ul>
<b>13-16</b>	<ul style="list-style-type: none"> <li>• Good knowledge about linguistic concepts, theories and research.</li> <li>• Identifies different views and interpretations.</li> <li>• Comments on others' ideas.</li> <li>• <i>Discusses relevant research and debates.</i></li> <li>• <i>Examines linguistic variations of accent and dialect in a variety of contexts.</i></li> <li>• <i>Describes some appropriate semantic features.</i></li> </ul>	<b>7-8</b> <ul style="list-style-type: none"> <li>• Rare errors.</li> <li>• Clear stylistic shaping.</li> <li>• Reader guided through structure.</li> <li>• Effective linguistic register.</li> </ul>

<p><b>11-12</b></p> <ul style="list-style-type: none"> <li>• Depth or range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Shows some awareness of variables such as gender, age, class into discussion.</i></li> <li>• <i>Shows some awareness of relevant research and debates.</i></li> <li>• <i>Begins to discuss linguistic variations in context.</i></li> </ul> <p><b>9-10</b></p> <ul style="list-style-type: none"> <li>• Detailed knowledge of linguistic ideas, concepts and research.</li> <li>• Outlines views on linguistic issues.</li> <li>• <i>Offers discussion of research and attitudes to language.</i></li> <li>• <i>Shows awareness of vernacular and standard varieties.</i></li> </ul>		<p><b>6</b></p> <ul style="list-style-type: none"> <li>• Firm control of accuracy.</li> <li>• Controlled expression of ideas.</li> <li>• Line of argument.</li> <li>• Controlled linguistic register.</li> </ul> <p><b>5</b></p> <ul style="list-style-type: none"> <li>• Infrequent technical errors.</li> <li>• Clear communication of ideas.</li> <li>• Simple list structure; introduction and conclusion present.</li> <li>• Definite if inconsistent linguistic register.</li> </ul>	
<p><b>7-8</b></p> <ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research.</li> <li>• Makes sustained explanations.</li> <li>• <i>Refers to examples of linguistic variation to make links between language and identity.</i></li> <li>• <i>Describes varieties using some linguistic terminology.</i></li> </ul> <p><b>5-6</b></p> <ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• <i>Makes limited reference to examples of non-standard variations.</i></li> <li>• <i>Identifies elements of social variation with some very broad comments about determinants.</i></li> </ul>		<p><b>4</b></p> <ul style="list-style-type: none"> <li>• Occasional technical errors.</li> <li>• Expression suitable for ideas.</li> <li>• Structure/organisation emerges.</li> <li>• Some control of linguistic register.</li> </ul> <p><b>3</b></p> <ul style="list-style-type: none"> <li>• Frequent errors.</li> <li>• Conveys basic ideas.</li> <li>• Scatter gun structure.</li> <li>• Occasional use of linguistic terms.</li> </ul>	
<p><b>3-4</b></p> <ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• <i>Writes largely about stereotypes.</i></li> <li>• <i>Shows limited awareness of links between language variation and determining factors.</i></li> </ul> <p><b>1-2</b></p> <ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Offers “lay” answer with no linguistic awareness.</i></li> </ul> <p><b>0</b></p> <ul style="list-style-type: none"> <li>• No understanding of anything concerned with the study of language.</li> </ul>		<p><b>2</b></p> <ul style="list-style-type: none"> <li>• Intrusive basic errors.</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> </ul> <p><b>1</b></p> <ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded.</li> </ul> <p><b>0</b></p> <ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>	



<b>Q3</b>	<p><b>Key Words:</b> Examine how <b>new words</b> and <b>meanings</b> have <b>developed over the last 50 years in the British Isles. Discuss why these changes</b> sometimes <b>provoke strong feelings and heated arguments?</b></p> <p><b>Assessment Focuses:</b> Quality of expression – exploration of issues/concepts relating to contemporary language change and views of causes of change.</p>	
<b>Mark</b>	<p><b>AO4</b>  <b>Understand, discuss and explore concepts and issues relating to language in use.</b></p>	<p><b>Mark</b>  <b>AO1</b>  <b>Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate coherent written expression.</b></p>
<b>17-20</b>	<ul style="list-style-type: none"> <li>• Conceptualised overview of theories and research.</li> <li>• Analyses and evaluates alternative views.</li> <li>• Identifies and challenges standpoints.</li> <li>• Exploratory/original/evaluative approach.</li> <li>• <i>Explores a range of relevant examples of language change.</i></li> <li>• <i>Maintains clear focus on British English.</i></li> <li>• <i>Explores reasons for/areas of language change such as txt, e-mail, slang, political correctness, technology.</i></li> <li>• <i>Evolves overview of different processes of change such as coinings, acronyms, eponyms, compounds, blends, borrowings.</i></li> <li>• <i>Engages strongly with linguistic descriptivist/prescriptivist debates about language change.</i></li> <li>• <i>Integrates theory and research into argument.</i></li> <li>• <i>Explores processes of semantic change eg amelioration/pejoration.</i></li> <li>• <i>Challenges common assumptions about language change.</i></li> </ul>	<p><b>9-10</b></p> <ul style="list-style-type: none"> <li>• Controlled use of technical aspects.</li> <li>• Precise and deft expression. Subtlety of effect.</li> <li>• Cogent, coherent and cohesive.</li> <li>• Linguistic flair.</li> </ul>
<b>13-16</b>	<ul style="list-style-type: none"> <li>• Good knowledge about linguistic concepts, theories and research.</li> <li>• Identifies different views and interpretations.</li> <li>• Comments on others' ideas.</li> <li>• <i>Develops argument from analysis of specific examples.</i></li> <li>• <i>Examines some processes of change closely and consistently.</i></li> <li>• <i>Comments on arguments about language change.</i></li> <li>• <i>Examines reasons for change.</i></li> </ul>	<p><b>7-8</b></p> <ul style="list-style-type: none"> <li>• Rare errors.</li> <li>• Clear stylistic shaping.</li> <li>• Reader guided through structure.</li> <li>• Effective linguistic register.</li> </ul>

<p><b>11-12</b></p> <ul style="list-style-type: none"> <li>• Depth or range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Uses linguistic terminology consistently when discussing examples of change.</i></li> <li>• <i>Considers attitudes to language change.</i></li> <li>• <i>Traces processes of language change.</i></li> </ul> <p><b>9-10</b></p> <ul style="list-style-type: none"> <li>• Detailed knowledge of linguistic ideas, concepts and research.</li> <li>• Outlines views on linguistic issues.</li> <li>• <i>Describes a limited range of recent lexical/semantic changes such as borrowings, acronyms, compounding, and blends.</i></li> <li>• <i>Describes some reasons for and processes of change.</i></li> </ul>		<p><b>6</b></p> <ul style="list-style-type: none"> <li>• Firm control of accuracy.</li> <li>• Controlled expression of ideas.</li> <li>• Line of argument.</li> <li>• Controlled linguistic register.</li> </ul> <p><b>5</b></p> <ul style="list-style-type: none"> <li>• Infrequent technical errors.</li> <li>• Clear communication of ideas.</li> <li>• Simple list structure; introduction and conclusion present.</li> <li>• Definite if inconsistent register.</li> </ul>	
<p><b>7-8</b></p> <ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research.</li> <li>• Makes sustained explanations.</li> <li>• <i>Shows some knowledge of lexical/semantic changes.</i></li> <li>• <i>Shows some knowledge of the reasons for language change.</i></li> </ul> <p><b>5-6</b></p> <ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• <i>Shows some basic awareness of the processes of change.</i></li> <li>• <i>Shows some basic awareness of the reasons for language change.</i></li> </ul>		<p><b>4</b></p> <ul style="list-style-type: none"> <li>• Occasional technical errors.</li> <li>• Expression suitable for ideas.</li> <li>• Structure/organisation emerges.</li> <li>• Some control of linguistic register.</li> </ul> <p><b>3</b></p> <ul style="list-style-type: none"> <li>• Frequent errors.</li> <li>• Conveys basic ideas.</li> <li>• Scatter gun structure.</li> <li>• Occasional use of linguistic terms.</li> </ul>	
<p><b>3-4</b></p> <ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• <i>Offers historical account of changes with limited linguistic comment.</i></li> </ul> <p><b>1-2</b></p> <ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Gives a lay answer without linguistic awareness.</i></li> </ul> <p><b>0</b></p> <ul style="list-style-type: none"> <li>• No understanding of anything concerned with the study of language.</li> </ul>		<p><b>2</b></p> <ul style="list-style-type: none"> <li>• Intrusive basic errors.</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> </ul> <p><b>1</b></p> <ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded.</li> </ul> <p><b>0</b></p> <ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>	