



General Certificate of Education

English Language 5701

Specification A

EA2W Using Language

Mark Scheme

2006 examination - January 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

e.g.

AO1	6
AO3i	6
AO5i	<u>7</u>

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

e.g.

AO2a	5x2	10
AO2b	6x2	12
AO2c	6x2	<u>12</u>

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		<u>5</u>

(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	<p>Key Words: Comment linguistically – significant features – explain – how language features are used to inform and influence: vocabulary – meanings – grammatical features – effects – sentence functions, types & structures – structure and organisation.</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>Uses sentence and clause analysis.</i> • <i>Discusses verb forms and tenses e.g. the simple present, present perfect, modal verbs.</i> • <i>Describes the use of the active and passive voice.</i> • <i>Describes precisely a range of word classes e.g. evaluative adjectives, adverbs of time, manner, degree, abstract and concrete nouns.</i> • <i>Integrates different levels of analysis.</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>Looks closely at the function of different sentence types.</i> • <i>Discusses informing and influencing the audience.</i> • <i>Explores the effects of the active and passive voice.</i> • <i>Analyses strategies and ideas.</i> • <i>Explores attitudes and values.</i> • <i>Analyses textual patterns e.g. marked/unmarked clauses.</i> • <i>Explores in detail how language is used to represent the Government and the emergency services.</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. • <i>Describes word classes e.g. nouns, adjectives, adverbs.</i> • <i>Describes sentence types and engages with purpose.</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>Close reading of words' contribution.</i> • <i>Discusses vocabulary from different semantic fields e.g. transport, security; emotive vocabulary.</i> • <i>Discusses styles e.g. sees both informal and formal features.</i> • <i>Explores audience address e.g. use of second/third person to refer to the reader/the public.</i> • <i>Aware of some textual patterns.</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>Describes sentence functions.</i> • <i>Describes features of address; pronouns.</i> • <i>Responds to some lexical features.</i> 	<p>5</p>	<ul style="list-style-type: none"> • Describes key features of language variation. • Understands effects of context. • Understands what the text is trying to communicate. • Illustrated points. • <i>Looks at how the text is geared to informing and influencing the audience.</i> • <i>Comments on address and formality.</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>e.g. semantic fields, denotation and connotation.</i> <p>3</p> <ul style="list-style-type: none"> • Attempts to use frameworks for description. • Identifies relevant language features <i>e.g. semantic features.</i> • Occasional accuracy of description. • Weak focus on language – tendency to dwell on content. • <i>Broad discussion of formality and complexity.</i> 		<p>4</p> <ul style="list-style-type: none"> • Distinguishes some features of language variation. • Aware of what texts are trying to communicate. • Illustrated points. • <i>Looks at broad fields of meaning.</i> • <i>Comments on some word choices.</i> • <i>Identifies informing function.</i> <p>3</p> <ul style="list-style-type: none"> • Identifies some features of language variation. • Some use of content: specific references/examples/quotation. • Broadly aware that context has influenced language use. • <i>Comments generally on formality and complexity.</i> 	
<p>2</p> <ul style="list-style-type: none"> • Attempts to use frameworks but minimal accuracy achieved. • Identifies unhelpful linguistic features and labels with no sense of significance. • <i>Quotes without linguistic description.</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. • Summary of text. <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. 	

	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: Encourage – tourists – snowboarding – safe and responsible manner – informative leaflet – 400 words long – Text B, C, D.</p> <p>Assessment Focuses: Selection and adaptation of source idea – 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>Overview of snowboarding.</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 appropriate risks. • Well constructed. • <i>Interesting 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 to create writer's voice.</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, contextualisation and sentencing.</i> • <i>Uses eye-catching title /emboldened/boxed information/captions/ subheadings.</i> • <i>Well organised.</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>Audience is appropriately addressed.</i> • <i>Controlled and clear style, with a convincing voice.</i>
5	<ul style="list-style-type: none"> • Developed content that addresses 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 a leaflet.</i> 	<ul style="list-style-type: none"> • Controlled and clear style employed. • Some slips. • Infrequent technical errors. • <i>Some useful stylistic variation e.g. uses informal devices to establish and maintain rapport.</i>
4	<ul style="list-style-type: none"> • Developed and appropriate content with some gaps. • <i>Transformation occurs.</i> • <i>Sources used to characterise the section.</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> • <i>Some sense of writer's voice conveyed.</i>
3	<ul style="list-style-type: none"> • Sustained content – broadly appropriate for audience/purpose. • Some unnecessary content. • <i>Closely reliant on source texts.</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> • <i>Awareness of leaflet.</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 sources.</i> 	<ul style="list-style-type: none"> • Simple organisational features. • Limited realisation of conventions. • <i>Overlong sentences.</i> • <i>Lacks direction.</i> • <i>Not like an informative leaflet.</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	Key Words: Linguistic devices – leaflet – suitable – audience and purpose – examples – illustrate – 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 explain and 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	<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.</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 stylistic features. • Clear and detailed comment on text's communicative intent. • Fully supported commentary. • Shows 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. • Illustrates points using linguistic knowledge. • <i>Explores issues of address.</i> • <i>Deals with key 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. • Some discussion of address. <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 text written: explains content. • Unanalysed quotations for examples. <p>1</p> <ul style="list-style-type: none"> • Minimal commentary on the text. <p>0</p> <ul style="list-style-type: none"> • No reference to candidate's own text. 		<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. 	