**AQA**

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

# General Certificate of Education

# English Language 5701
*Specification A*

*ENA3 Interacting through 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.

# ENA3:  Interacting through 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 | 3i | 4 | 5i | Total |
|---|---|---|---|---|---|
| Spoken Language Analysis | 5 | 20 | | 20 | 45 |
| Essay Topics | 5 | | 20 | | 25 |

## Section A – Spoken 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 for question one in the right hand margin

> e.g.     AO3i   12
>          AO5i   12
>
>          (24)

## Section B – Essay Topics

- award a ringed mark out of 20 for AO4 in the right hand margin

> e.g.     AO4   (20)

## 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   (9)

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 – this interaction – explain how – doctor and patient – use language – create meanings – express feelings – speakers' purposes and roles – structure of the interaction – interactive features of speech – vocabulary and grammar. |
|---|---|
| | **Assessment Focuses:** Quality of expression – selection/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 | • Explores appropriate range of features.<br>• Describes carefully and accurately significant language features and patterns using lexical-semantic, grammatical, phonological and discourse frameworks.<br>• Makes rare errors.<br>• *Describes grammatical features such as clause linking, modality and inclusive pronouns.*<br>• *Demonstrates consistent analytical method.*<br>• *Uses frameworks systematically.*<br>• *Describes initiation, response, feedback structure.*<br>• *Examines different types of speaker switches e.g. supportive overlaps, butting-in, interruptions.* | 16-20 | • Confident description and exploration of language features and their explanatory context. Close detailed points.<br>• A subtle interpretation drawing on and integrating various levels of description. Engagement with text's meaning, purpose and effects.<br>• Well integrated use of examples and quotation.<br>• *Explores and analyses the effect of contextual factors such as status and lack of familiarity.*<br>• *Explores participant positioning.*<br>• *Examines the use of control and support strategies.*<br>• *Considers the significance of the doctor's investigative strategies in this medical consultation context.*<br>• *Explores politeness strategies and face work.* |

| | | | |
|---|---|---|---|
| **11-15** | • Gives evidence of some range or depth.<br>• Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological and discourse frameworks.<br>• Writes largely accurately.<br>• *Examines some grammatical features such as word classes.*<br>• *Examines some interactive features such as questions, answers, feedback and adjacency pairs.* | **11-15** | • Describes a range of significant language features.<br>• Understands context's influence clearly and in detail.<br>• Interprets text's communicative intent.<br>• Fully supported interpretations.<br>• *Examines the effect of context on the spoken interaction.*<br>• *Shows sensitivity to different speaker behaviour.*<br>• *Explores topics (e.g. time, medicine, health), topic change and topic control.*<br>• *Engages with purpose of monitoring, turns, questioning, support etc.* |
| **9-10** | • Makes consistent use of linguistic frameworks.<br>• Describes significant language features or patterns using lexical-semantic, grammatical, phonological and discourse frameworks.<br>• Basically accurate.<br>• *Begins to examine pronouns and address.*<br>• *Examines some lexical/semantic features.*<br>• *Describes turn-taking.* | **9-10** | • Describes key features of language variation.<br>• Understands effect of context and what texts are trying to communicate.<br>• Illustrated points.<br>• *Describes effect of context on purposes and meanings.*<br>• *Identifies topic and relates to purpose.*<br>• *Describes relationships revealed by spoken interaction.*<br>• *Comments on use of adjacency pairs.* |

| 7-8 | • Uses a linguistic framework. Identifies and attempts to describe relevant language features.<br>• Uncertainty of description – some errors occur.<br>• *Identifies repetitions, fillers, non-verbal and non-fluency features.*<br>• *Identifies semantic fields.* | 7-8 | • Distinguishes some features of language variation.<br>• Awareness of effect of context and what texts are trying to communicate.<br>• Illustrated points.<br>• *Looks at a limited range of effects of context.*<br>• *Differentiates the speakers' roles.*<br>• *Shows awareness of the medical setting.* |
|---|---|---|---|
| 5-6 | • Attempts to use frameworks for description.<br>• Identifies some relevant language features.<br>• Occasional accuracy of description.<br>• *Focuses partially on language, dwells on content.*<br>• *Begins to discuss level of formality.*<br>• *Shows some basic awareness of interactive features.* | 5-6 | • Identifies some features of language variation.<br>• Some use of content: specific references/examples/quotation.<br>• Broad awareness that context has influenced language use.<br>• *Shows general sense of the effect of context on the interaction.*<br>• *Gives broad comments about purpose.*<br>• *Selects and begins to comment on some relevant quotations.* |
| 3-4 | • Attempts to use frameworks but minimal accuracy achieved.<br>• Quotes without linguistic description.<br>• *Identifies unhelpful linguistic features and labels with no sense of significance.*<br>• *Tends to dwell on content by paraphrasing.* | 3-4 | • Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation.<br>• Superficial reactions to texts.<br>• *Gives unanalysed quotations.*<br>• *Summarises what speakers say.* |
| 1-2 | • Minimal engagement with language of the data extracts.<br>• Rare quotations or reference to the language of the extracts. | 1-2 | • Major misunderstanding of audience/purpose/context/content/<br>• meaning.<br>• *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: To what extent** do you think there are **differences** in the **ways women** and **men manage turn taking** in **conversations?**<br><br>**Assessment Focuses:** Quality of expression – understanding/exploration of concepts and issues relating to spoken verbal interaction involving men and women. | **Q3** | **Key Words: How** do **aspects** of **conversational interaction** help to **establish** and **maintain personal relationships?**<br><br>**Assessment Focuses:** Quality of expression – understanding/exploration of concepts and issues relating to effective spoken verbal interaction. |
|---|---|---|---|
| **Mark** | **AO4 Understand, discuss and explore concepts and issues relating to language in use.** | **Mark** | **AO4 Understand, discuss and explore concepts and issues relating to language in use.** |
| **16-20** | • Good knowledge about linguistic concepts, theories and research.<br>• Identifies different views and interpretations.<br>• Comments on other's ideas.<br>• *Explores a variety of female/male uses of turn-taking strategies such as interruptions/overlaps, minimal responses, tag questions.*<br>• *Comments critically on research from Coates, Cameron et al.*<br>• *Presents open-minded answer based on wide knowledge and reflection.*<br>• *Shows awareness of factors other than gender which exercise an influence in various contexts.*<br>• *Challenges common assumptions and generalisations.*<br>• *Shows some ability to break down "female" and "male" speakers into much more specific cases.* | **16-20** | • Good knowledge about linguistic concepts, theories and research.<br>• Identifies different views and interpretations.<br>• Comments on other's ideas.<br>• *Conceptualises different views and assimilates appropriate supporting research e.g. politeness principle, accommodation theory, face theory.*<br>• *Explores theory in the context of specific situations.*<br>• *Presents open-minded answer based on wide knowledge and reflection.*<br>• *Examines specific interactive features in the context of establishing and maintaining personal relationships.* |

| 11-15 | • Depth/range of knowledge of linguistic ideas/concepts/research.<br>• Develops views on linguistic issues.<br>• *Refers clearly to different kinds of interaction.*<br>• *Integrates relevant research into argument.*<br>• *Maintains focus on turn-taking.*<br>• *Refers to similarities and differences in language use of women and men.* | 11-15 | • Depth/range of knowledge of linguistic ideas/concepts/research.<br>• Develops views on linguistic issues.<br>• *Examines different kinds of strategies to establish and maintain personal relationships such as address, questioning, supportive feedback etc.*<br>• *Comments on the significance of research and ideas about effective spoken interaction.*<br>• *Considers status of participants.*<br>• *Examines a range of relevant contexts.* |
|---|---|---|---|
| 9-10 | • Detailed knowledge of linguistic ideas, concepts and research.<br>• Outlines views on linguistic issues.<br>• *Outlines the importance of context to turn-taking.*<br>• *Identifies main features of turn-taking behaviour and speakers' relationship.* | 9-10 | • Detailed knowledge of linguistic ideas, concepts and research.<br>• Outlines views on linguistic issues.<br>• *Shows some awareness of the importance of context in interaction and speakers' relationships.*<br>• *Refers to relevant research.*<br>• *Outlines how some interactive features may be used to establish and maintain personal relationships.* |
| 7-8 | • Familiarity with linguistic ideas, concepts and research.<br>• Makes sustained explanations.<br>• *Shows broad/implicit understanding of issues relating to female/male spoken interaction.*<br>• *Identifies some turn-taking features but does not comment on differences in turn-taking behaviour clearly.* | 7-8 | • Familiarity with linguistic ideas, concepts and research.<br>• Makes sustained explanations.<br>• *Identifies some appropriate features of interaction.*<br>• *Makes undeveloped references to relevant research.*<br>• *Shows broad/implicit understanding of establishing and maintaining personal relationships.* |
| 5-6 | • Awareness of linguistic ideas, concepts and research.<br>• Awareness of linguistic approaches.<br>• *Gives broad/partial accounts of basic principles of turn-taking.*<br>• *Offers very limited range of relevant examples.* | 5-6 | • Awareness of linguistic ideas, concepts and research.<br>• Awareness of linguistic approaches.<br>• *Gives broad/partial accounts of some basic principles of spoken interaction without close reference to establishing and maintaining personal relationships.*<br>• *Offers limited range of examples.* |

| | | | | |
|---|---|---|---|---|
| **3-4** | <ul><li>Anecdotal/descriptive with implicit relevance.</li><li>Uncertain about how to carry out linguistic study.</li><li>*Makes sweeping generalisations and broad assertions.*</li><li>*Gives very generalised discussions of female/male use of language.*</li><li>*Shows little awareness of interactive features.*</li></ul> | **3-4** | <ul><li>Anecdotal/descriptive with implicit relevance.</li><li>Uncertain about how to carry out linguistic study.</li><li>*Identifies examples but does not comment on them clearly.*</li><li>*Makes very broad assertions.*</li><li>*Gives generalised/lay discussions of relationships.*</li></ul> | |
| **1-2** | <ul><li>Little focus on linguistic issues.</li><li>*Offers generalised/lay discussion of female/male attitudes and behaviour.*</li></ul> | **1-2** | <ul><li>Little focus on linguistic issues.</li><li>*Gives very generalised discussions of interaction.*</li></ul> | |
| **0** | <ul><li>No understanding of anything concerned with the study of language.</li></ul> | **0** | <ul><li>No understanding of anything concerned with the study of language.</li></ul> | |

# 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.<br>• Clear stylistic shaping.<br>• Reader guided through structure.<br>• Effective linguistic register. |
| 6-7 | • Firm control of accuracy.<br>• Controlled expression of ideas.<br>• Line of argument.<br>• Controlled linguistic register. |
| 5 | • Infrequent technical errors.<br>• Clear communication of ideas.<br>• Simple list structure; introduction and conclusion present.<br>• Definite if inconsistent linguistic register. |
| 4 | • Occasional technical errors.<br>• Expression suitable for ideas.<br>• Structure/organisation emerge.<br>• Some control of linguistic register. |
| 3 | • Frequent errors.<br>• Conveys basic ideas.<br>• Scatter gun structure.<br>• Occasional use of linguistic terms. |
| 2 | • Intrusive basic errors (sentence punctuation, there/their etc).<br>• Simple expression – conveys basic points.<br>• Short/incomplete work.<br>• Misunderstanding of linguistic terms. |
| 1 | • Major flaws in language.<br>• Communication impeded – but some points are conveyed. |
| 0 | • Total irrelevance/incomprehensible. |