



General Certificate of Education

English Language 5701 *Specification A*

ENAI Discovering Language

Mark Scheme

2006 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.

ENAI: 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.

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 give 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)

Assessment Objective 1 – 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	<p>Keywords: Comment linguistically – significant features – Explain how – contribute – text’s meanings – expresses ideas and opinions – Shaun Wallace’s victory – addresses – reader – shapes – response.</p> <p>Assessment Focuses: Quality of expression – application of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features</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.
16-20	<ul style="list-style-type: none"> • Appropriate range of features explored. • Clear and accurate description of distinctive language features and patterns using frameworks. • Rare errors. • <i>Describes verbs: present tense, perfect, progressives, modals, passives.</i> • <i>Describes proper abstract/concrete nouns.</i> • <i>Describes types of adjective and adverb.</i> • <i>Gives overview of lexical variety.</i> • <i>Integrates analysis of different features.</i> 	16-20	<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. Engagement with text’s meaning, purpose and effects. • Well integrated use of examples and quotation. • <i>Explores meanings of verb tenses/forms, modals, adverbs.</i> • <i>Engages with argument strategies.</i> • <i>Shows overview of issues e.g. media representation, image and identity, stereotypes, culture, contrasts, irony.</i>

<p>11-15</p>	<ul style="list-style-type: none"> • Evidence of some range or depth. • Describes a range of significant language features or patterns using lex-sem, gramm, phon frameworks. • Largely accurate. • <i>Describes word classes: nouns, adjectives, verbs, adverbs, conjunctions.</i> 	<p>11-15</p>	<ul style="list-style-type: none"> • Describes a range of significant language features. • Understands context's influence clearly and in detail and interprets text's communicative intent. • Fully supported. • <i>Writes closely on word classes and their denotations and connotations.</i> • <i>Engages increasingly with the article's ideas: significance of Wallace and victory, aspiration, solidarity.</i> • <i>Explores effects of address and positioning of reader/writer.</i>
<p>9-10</p>	<ul style="list-style-type: none"> • Consistent use of linguistic frameworks. • Describes significant language features or patterns using lex-sem, gramm, phon frameworks. • Basically accurate. • <i>Describes pronouns: person/singular/plural/function.</i> 	<p>9-10</p>	<ul style="list-style-type: none"> • Describes key features of language variation. • Understanding of effect of context and what texts are trying to communicate. • Illustrated points. • <i>Identifies nature of audience: ethnicity/interests.</i> • <i>Comments on Sewell's celebration of Wallace's success.</i>
<p>7-8</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. • <i>Identifies pronouns broadly.</i> • <i>Identifies simile, puns, exclamative.</i> 	<p>7-8</p>	<ul style="list-style-type: none"> • Distinguishes some features of language variation. • Awareness of effect of context and what texts are trying to communicate. • Illustrated points. • <i>Conveys broad sense of text's focus: success, ethnicity, media.</i> • <i>Notes direct and personal address.</i>
<p>5-6</p>	<ul style="list-style-type: none"> • Attempts to use frameworks for description. • Identifies some relevant language features - occasional accuracy of description. • <i>Identifies semantic fields.</i> • <i>Identifies alliteration.</i> 	<p>5-6</p>	<ul style="list-style-type: none"> • Identifies some features of language variation. • Some use of content: specific references/examples/quotation. • Broad awareness that context has influenced language use. • <i>Identifies argument and opinion functions broadly.</i> • <i>Gives broad comments about fields of meaning.</i>

<p>3-4</p>	<ul style="list-style-type: none"> • Attempts to use frameworks but minimal accuracy achieved. • Quotes judiciously without linguistic description. • <i>Describes graphology.</i> • <i>Identifies complexity/formality/paragraphing.</i> 	<p>3-4</p>	<ul style="list-style-type: none"> • Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation. • Superficial reactions to texts. • <i>Gives well selected but unanalysed quotations.</i> • <i>Gives broad comments about audiences and formality.</i>
<p>1-2</p>	<ul style="list-style-type: none"> • Minimal engagement with language of the data extracts. • Rare quotations or reference to the language of the extract. 	<p>1-2</p>	<ul style="list-style-type: none"> • Major misunderstanding of audience/purpose/context/content/meaning. • <i>Rarely comments on details of the text.</i>
<p>0</p>	<ul style="list-style-type: none"> • No engagement with data extract. 	<p>0</p>	<ul style="list-style-type: none"> • Text has no influence on the work.

Q2	<p>Key Words: Discuss the connections between English vocabulary and attitudes to one or more of the following: gender – race – disability – sexuality.</p> <p>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.</p>
Mark	AO4: Understand, discuss and explore concepts and issues relating to language in use.
16-20	<ul style="list-style-type: none"> • Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • <i>Explores a range of well selected examples, discussed linguistically.</i> • <i>Explores positive representations in vocabulary choices.</i> • <i>Understands different views of connections between language and attitudes: e.g. determinist, reflectionist, universalist.</i> • <i>Discusses social and cultural contexts, e.g. attitudes to PC language, processes of language change.</i> • <i>Argues a case about the significance of language.</i>
11-15	<ul style="list-style-type: none"> • Depth/Range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Makes detailed linguistic analysis of words and examples showing attitudes expressed by vocabulary.</i> • <i>Understands and knows a range of concepts: e.g. generics, lexical gaps, over-representation.</i> • <i>Understands the issues of representation and attitudes.</i> • <i>Makes some overt comments on the connections between attitudes and language.</i>
9-10	<ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Discusses some words linguistically e.g. metaphors, suffixes.</i> • <i>Outlines some researchers and ideas without close link to task.</i> • <i>Offers some comment about the specific attitudes expressed by vocabulary items.</i>
7-8	<ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. Makes sustained explanations. • <i>Makes occasional linguistic comment on some words, e.g. denotations, connotations, origins.</i> • <i>Shows some familiarity with linguistic debates - name-dropping or undeveloped/partially understood references to determinism or reflectionism.</i>
5-6	<ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • <i>Writes about the meanings and implications of some words.</i> • <i>Gives a limited range of examples.</i> • <i>Expresses a general awareness of the attitudes expressed by vocabulary.</i>

3-4	<ul style="list-style-type: none">• Anecdotal/descriptive with implicit relevance.• Uncertain about how to carry out linguistic study.• <i>Identifies words but does not comment on them/does not convey the issues clearly.</i>• <i>Does not focus on vocabulary and attitudes, e.g. writes about attitudes to accents or accents and class.</i>• <i>Makes broad or lay assertions – e.g. words are offensive.</i>
1-2	<ul style="list-style-type: none">• Little focus on linguistic issues.• <i>Makes generalised discussions of sexism/racism or other issues without focussing on language.</i>
0	<ul style="list-style-type: none">• No understanding of anything concerned with the study of language.

Q3	<p>Key Words: Discuss some examples of children’s early uses of language. How far do these uses of language support different theories about how children learn language?</p> <p>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.</p>
Mark	AO4: Understand, discuss and explore concepts and issues relating to language in use.
16-20	<ul style="list-style-type: none"> • Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • <i>Explores a range of well selected examples linguistically.</i> • <i>Looks at syntax, semantic relations, negation, systematic phonological variation.</i> • <i>Articulates explicit understanding of active and deductive process.</i> • <i>Comments critically on theories of acquisition: uses evidence to evaluate theories.</i> • <i>Explains links between cognitive theory and linguistic development.</i> • <i>Sees the place of imitation and input.</i> • <i>Evaluates correction.</i>
11-15	<ul style="list-style-type: none"> • Depth/Range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Examines a range of features in detail, e.g. morphological examples, types of extension, pronunciation features.</i> • <i>Explains some rules and principles applied by children, e.g. plurality, tense.</i> • <i>Makes some comment on research and theories regarding deduction/rules, e.g. LAD.</i> • <i>Expresses a view of the nature of the acquisition process; rejects simple behaviourist views.</i> • <i>Comments on correction issues.</i>
9-10	<ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Makes comments about nature of the telegraphic stage and word classes, extension.</i> • <i>Explains some features of theories without linking to examples.</i>

7-8	<ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. Makes sustained explanations. • <i>Identifies and describes some features of children’s language, e.g. one word and two word stages.</i> • <i>Makes undeveloped references to theories – name-dropping/partial understanding.</i> • <i>Shows broad/implicit understanding of the nature of the acquisition process.</i>
5-6	<ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • <i>Provides a broad/partial account of stages of development. Focuses on pre-verbal stages.</i> • <i>Discusses a limited range of features of children’s language with occasional linguistic insight.</i>
3-4	<ul style="list-style-type: none"> • Anecdotal/descriptive with implicit relevance. • Uncertain about how to carry out linguistic study. • <i>Identifies some features of children’s language without comment/does not convey the issues clearly.</i> • <i>Gives generalised/lay discussions of children’s language/makes broad assertions.</i>
1-2	<ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Gives generalised discussions of children’s development without language focus.</i>
0	<ul style="list-style-type: none"> • 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	<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. • 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.