



## General Certificate of Education

# English Language 6701 *Specification A*

### *EN45 Language Variation and Change*

## 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.

## 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 Raleigh uses language to communicate his thoughts, feelings and advice.  <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 thoughts, feelings and advice.		
<b>Mark</b>	<b>AO3ii: 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: 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 structures and clause types.</i></li> <li>• <i>Analyses sentence moods such as Raleigh’s use of the imperative: “Get those letters”.</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 descriptive language.</i></li> <li>• <i>Explores distinctive features of the intensely personal/confessional letter genre.</i></li> <li>• <i>Examines the significance of orthographical features.</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>Examines structure and tenor of Raleigh’s writing.</i></li> <li>• <i>Explores semantic implications of key words.</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>Describes key semantic features such as the field of separation, “cutt us asunder”.</i></li> <li>• <i>Describes key orthographical features systematically.</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 Raleigh’s writing.</i></li> <li>• <i>Considers how language is used to convey topics, thoughts, feelings and advice e.g. Raleigh’s feelings about his wife’s future, his sorrow about parting from his “poore boye” and his wishes for his own burial.</i></li> <li>• <i>Shows clear understanding of the mode of this very personal letter.</i></li> <li>• <i>Shows clear understanding of text from different time.</i></li> <li>• <i>Demonstrate some depth of semantic awareness.</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>Examines some patterns of orthographical variation.</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 Raleigh’s situation.</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> <li>• <i>Looks at expression of personal view using first person.</i></li> <li>• <i>Begins to comment on the significance of orthographical features.</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>Mentions basic semantic features such as death.</i></li> <li>• <i>Mentions first person pronouns.</i></li> <li>• <i>Identifies some individual orthographical features.</i></li> </ul>	<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 unhelpful language features and labels with no sense of significance.</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>Begins to comment on text from different time.</i></li> <li>• <i>Shows basic awareness of Raleigh’s situation and feelings.</i></li> <li>• <i>Shows general understanding of audience, mode and purposes.</i></li> </ul>
<p><b>3</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 significance.</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>Gives very broad comments about description of feelings and level of formality.</i></li> </ul>
<p><b>2</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>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 text.</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>• No engagement with data extracts.</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>• Text or data has no influence on the work.</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>	<p><b>Key Words:</b> Identify and examine the main linguistic features of one or more regional varieties. Discuss the contexts in which these varieties might be used and explore the attitudes which might be shown towards them. As a starting point you may use Text B which lists some examples from South-East Derbyshire.</p> <p><b>Assessment Focuses:</b> Quality of expression – exploration of issues/concepts relating to social/geographical factors affecting language variation and identity.</p>	
<b>Mark</b>	<b>AO4: Understand, discuss and explore concepts and issues relating to language in use.</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>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>Uses lexical and phonological frameworks productively.</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 particular aspects of relevant research and debates.</i></li> <li>• <i>Examines linguistic variations of accent and dialect in a variety of contexts.</i></li> <li>• <i>Maintains consistent focus on regional and social contexts.</i></li> <li>• <i>Describes some appropriate semantic, grammatical and phonological 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.</i></li> <li>• <i>Begins to integrate relevant research and debates into discussion.</i></li> <li>• <i>Begins to discuss linguistic variations in context.</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>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>Begins to discuss research and attitudes to language.</i></li> <li>• <i>Shows awareness of regional and standard varieties.</i></li> <li>• <i>Describes regional varieties using some linguistic terminology.</i></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 some examples of linguistic variation and begins to make links between language and identity.</i></li> <li>• <i>Describes regional varieties using infrequent linguistic terminology.</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>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>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>Accepts regional stereotypes.</i></li> <li>• <i>Shows limited awareness of links between language variation and determining factors.</i></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>1-2</b></p>	<ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Offers a “lay” answer with no linguistic awareness.</i></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>• No understanding of anything concerned with the study of language.</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> There are <b>different views</b> about <b>why language changes</b>. What do you think are the <b>most important reasons why British English has changed over the last 50 years?</b> In your answer <b>you should discuss specific examples</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>	<b>AO4: Understand, discuss and explore concepts and issues relating to language in use.</b>	<b>Mark</b>	<b>AO1: Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate 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>Explores a range of relevant reasons for language change.</i></li> <li>• <i>Maintains clear focus on British English.</i></li> <li>• <i>Explores links between reasons for and processes of language change.</i></li> <li>• <i>Evolves overview of different processes of change such as coinings, acronyms, eponyms, back-formations, initialisms, clippings, affixing, compounds, blends, borrowings.</i></li> <li>• <i>Engages with linguistic descriptivist/prescriptivist debates about language change.</i></li> <li>• <i>Integrates particular examples of theory and research into argument.</i></li> <li>• <i>Explores processes of semantic change e.g. euphemism, amelioration/pejoration, broadening/narrowing.</i></li> <li>• <i>Challenges common assumptions about language change.</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>

<p><b>13-16</b></p>	<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 a range of processes of change closely.</i></li> <li>• <i>Comments on arguments about language change.</i></li> <li>• <i>Conducts a detailed examination of the reasons for language change.</i></li> <li>• <i>Considers particular areas of change such as technology and accent.</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>Shows some understanding of reasons for language 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>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 number of recent lexical/semantic changes.</i></li> <li>• <i>Describes some reasons for language change.</i></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>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>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 lexical/semantic change.</i></li> <li>• <i>Shows some basic awareness of the reasons for language change.</i></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>

3-4	<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>	2	<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>
1-2	<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>	1	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No understanding of anything concerned with the study of language.</li> </ul>	0	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>