



## **General Certificate of Education**

# **English Language 5701** *Specification A*

**ENA1      Discovering Language**

## **Mark Scheme**

*2007 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.

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**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.

**Unit 1**

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)

**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 (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.

<b>1</b>	<b>Keywords:</b> Comment linguistically – significant features – Explain how – contribute – text’s meanings – addresses – reader – shapes – response – represents Fairtrade. <b>Assessment Focuses:</b> Quality of expression – application of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features.		
<b>Mark</b>	<b>AO3i</b> <b>Know and use key features of frameworks for the systematic study of spoken and written English.</b>	<b>Mark</b>	<b>AO5i</b> <b>Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.</b>
<b>16-20</b>	<ul style="list-style-type: none"> <li>Appropriate range of features explored.</li> <li>Clear and accurate description of distinctive language features and patterns using frameworks.</li> <li>Rare errors.</li> <li><i>Describes verbs: present/past tense, perfect(ive), progressives, modals.</i></li> <li><i>Describes: proper/abstract/concrete nouns.</i></li> <li><i>Describes types of adjective and adverb.</i></li> <li><i>Gives overview of lexical variety.</i></li> <li><i>Integrates analysis of different features.</i></li> </ul>	<b>16-20</b>	<ul style="list-style-type: none"> <li>Confident description and exploration of language features and their explanatory context. Close detailed points.</li> <li>A subtle interpretation drawing on and integrating various levels of description. Engagement with text’s meaning, purpose and effects.</li> <li>Well integrated use of examples and quotation.</li> <li><i>Explores meanings of verb tenses/forms, modals, adverbs.</i></li> <li><i>Engages with patterning.</i></li> <li><i>Conceptualises representations, e.g. direct links, consumer ethics, economic issues, personalisation, problem-solution.</i></li> </ul>
<b>11-15</b>	<ul style="list-style-type: none"> <li>Evidence of some range or depth.</li> <li>Describes a range of significant language features or patterns using lex-sem, gramm, phon frameworks.</li> <li>Largely accurate.</li> <li><i>Describes word classes: nouns, adjectives, verbs, adverbs, conjunctions.</i></li> </ul>	<b>11-15</b>	<ul style="list-style-type: none"> <li>Describes a range of significant language features.</li> <li>Understands context’s influence clearly and in detail and interprets text’s communicative intent.</li> <li>Fully supported.</li> <li><i>Writes closely on word classes and their denotations and connotations.</i></li> <li><i>Analyses representation of farmers’ problems.</i></li> <li><i>Analyses representation of Fairtrade’s activities and effects.</i></li> </ul>
<b>9-10</b>	<ul style="list-style-type: none"> <li>Consistent use of linguistic frameworks.</li> <li>Describes significant language features or patterns using lex-sem, gramm, phon frameworks.</li> <li>Basically accurate.</li> <li><i>Describes pronoun number/function. (10)</i></li> <li><i>Describes two types of pronouns.</i></li> </ul>	<b>9-10</b>	<ul style="list-style-type: none"> <li>Describes key features of language variation.</li> <li>Understanding of effect of context and what texts are trying to communicate.</li> <li>Illustrated points.</li> <li><i>Explores effects of address and positioning of reader.</i></li> <li><i>Identifies nature of audience.</i></li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>Uses a linguistic framework. Identifies and attempts to describe relevant language features.</li> <li>Uncertainty of description – some errors occur.</li> <li><i>Identifies pronouns broadly.</i></li> <li><i>Identifies 1<sup>st</sup> or 2<sup>nd</sup> or 3<sup>rd</sup> person pronouns. (8)</i></li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li>Distinguishes some features of language variation.</li> <li>Awareness of effect of context and what texts are trying to communicate.</li> <li>Illustrated points.</li> <li><i>Notes direct and personal address.</i></li> <li><i>Conveys broad sense of text’s topics: farming, shopping.</i></li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>Attempts to use frameworks for description.</li> <li>Identifies some relevant language features - occasional accuracy of description.</li> <li><i>Identifies semantic fields.</i></li> <li><i>Identifies alliteration.</i></li> </ul>	<b>5-6</b>	<ul style="list-style-type: none"> <li>Identifies some features of language variation.</li> <li>Some use of content: specific references/examples/quotation.</li> <li>Broad awareness that context has influenced language use.</li> <li><i>Identifies information and persuasion functions broadly.</i></li> <li><i>Gives broad comments about fields of meaning.</i></li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>Attempts to use frameworks but minimal accuracy achieved.</li> <li>Quotes judiciously without linguistic description.</li> <li><i>Describes graphology.</i></li> <li><i>Identifies complexity/formality/paragraphing.</i></li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation.</li> <li>Superficial reactions to texts.</li> <li><i>Gives well selected but unanalysed quotations.</i></li> <li><i>Gives broad comments about audience and formality.</i></li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li>Minimal engagement with language of the data extracts.</li> <li>Rare quotations or reference to the language of the extract.</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Major misunderstanding of audience/purpose/context/content/meaning.</li> <li><i>Rarely comments on details of the text.</i></li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>No engagement with data extract.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Text has no influence on the work.</li> </ul>

<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p>	<p><b>Key Words:</b>  <b>Comment linguistically</b> on the <b>significance</b> of a range of words you think <b>should not be used to label</b> people, and on the alternative words that could be used instead.  <b>Assessment Focuses:</b> Quality of expression – understand and discuss how words represent groups and associated linguistic concepts – explore the issue of the significance of linguistic representations.</p>
<p><b>Mark</b></p>	<p><b>AO4: Understand, discuss and explore concepts and issues relating to language in use</b></p>
<p><b>16-20</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>• Conceptualises the issues raised by words' representations.</li> <li>• Explores positive representations in vocabulary choices.</li> <li>• <i>Interprets significance of issues from different points of view, e.g. determinist, reflectionist, universalist.</i></li> <li>• <i>Discusses social and cultural contexts, e.g. attitudes to PC language, processes of language change.</i></li> <li>• <i>Argues a case about the significance of language.</i></li> </ul>
<p><b>11-15</b></p>	<ul style="list-style-type: none"> <li>• Depth/range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Makes detailed linguistic analysis of a range of words.</i></li> <li>• <i>Understands and knows a range of concepts: e.g. generics, lexical gaps, over-representation.</i></li> <li>• <i>Explores significance by analysing words' representations and meanings.</i></li> <li>• <i>Explains reflectionism or determinism without commenting on their implication for significance of words.</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>Discusses some words linguistically, e.g. metaphors, suffixes.</i></li> <li>• <i>Offers some comment about the specific attitudes/representations expressed by vocabulary items.</i></li> <li>• <i>Outlines some researchers or theories briefly.</i></li> </ul>
<p><b>7-8</b></p>	<ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research. Makes sustained explanations.</li> <li>• <i>Makes limited explicit linguistic comment on some words, e.g. denotations, connotations, origin.</i></li> <li>• <i>Name-drops or gives undeveloped/partially understood references to PC, determinism or reflectionism.</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>• Awareness of linguistic approaches.</li> <li>• <i>Writes about the meanings and implications of some words.</i></li> <li>• <i>Gives a limited range of examples.</i></li> <li>• <i>Expresses a general awareness of the attitudes expressed by vocabulary.</i></li> </ul>
<p><b>3-4</b></p>	<ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• Uncertain about how to carry out linguistic study.</li> <li>• <i>Identifies words but does not comment on them linguistically.</i></li> <li>• <i>Makes broad or lay assertions – e.g. words are offensive.</i></li> <li>• <i>Does not focus on vocabulary and attitudes, e.g. writes about attitudes to accents or accents and class. (3)</i></li> </ul>
<p><b>1-2</b></p>	<ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Makes generalised discussions of sexism/racism or other issues without focusing on language.</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>

<b>3</b>	<p><b>Key Words:</b>  <b>How far</b> do you agree with the view that <b>every child acquires language</b> in their <b>own individual way</b>?</p> <p><b>Assessment Focuses:</b> Quality of expression – understand and discuss examples of the language used by children/theories about acquisition – explore the nature of the acquisition process.</p>
<b>Mark</b>	<b>AO4: Understand, discuss and explore concepts and issues relating to language in use.</b>
<b>16-20</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>Looks at common developmental features of syntax, negation, semantic relations.</i></li> <li>• <i>Explores systematic phonological variations.</i></li> <li>• <i>Articulates explicit understanding of active and deductive process, Universal Grammar.</i></li> <li>• <i>Discusses the significance of variable input and interaction.</i></li> <li>• <i>Discusses variations in vocabulary learning, speech styles and semantic understanding.</i></li> <li>• <i>Discusses individual, social and cultural contexts.</i></li> <li>• <i>Evaluates resistance to correction: sees as evidence against individual learning.</i></li> </ul>
<b>11-15</b>	<ul style="list-style-type: none"> <li>• Depth/range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Examines a range of features in detail, e.g. morphological examples, typical pronunciation features.</i></li> <li>• <i>Explains some rules and principles applied by children, e.g. plurality, tense.</i></li> <li>• <i>Makes some comment on research and theories regarding non-individual theories, e.g. LAD, cognition.</i></li> <li>• <i>Comments on the idea of a critical learning period.</i></li> <li>• <i>Notes resistance to correction as a sign of individual progress.</i></li> </ul>
<b>9-10</b>	<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>Makes comments about nature of 1-, 2-, Telegraphic stages as sign of common development.(10)</i></li> <li>• <i>Explains theories and research without linking to issue of individual progress.</i></li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research. Makes sustained explanations.</li> <li>• <i>Gives an account of pre-verbal stages. (8)</i></li> <li>• <i>Identifies and describes some features of children's language in detail.</i></li> <li>• <i>Makes undeveloped references to theories – name-dropping/partial understanding.</i></li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• Awareness of linguistic approaches.</li> <li>• <i>Identifies a limited range of features of children's language with occasional linguistic insight.</i></li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• Uncertain about how to carry out linguistic study.</li> <li>• <i>Identifies some features of children's language without linguistic comment.</i></li> <li>• <i>Gives generalised/lay discussions of children's language/makes broad assertions.</i></li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Gives generalised discussions of children's development without language focus.</i></li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No understanding of anything concerned with the study of language.</li> </ul>

# Q 1 and 2/3

Mark	<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>
8-10	<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>
6-7	<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>
5	<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>
4	<ul style="list-style-type: none"> <li>• Occasional technical errors.</li> <li>• Expression suitable for ideas.</li> <li>• Structure/organisation emerge.</li> <li>• Some control of linguistic register.</li> </ul>
3	<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>
2	<ul style="list-style-type: none"> <li>• Intrusive basic errors (sentence punctuation, there/their etc).</li> <li>• Simple expression - conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded but some points are conveyed.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>