



General Certificate of Education

English Language 5701 *Specification A*

ENA3 Interacting through 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.

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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 3

| 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.

| | | | |
|--------------|--|--------------|---|
| 1 | <p>Keywords: Comment linguistically on the significant features of this interaction. Explain how the interviewer and manager use language to create meanings and express feelings. In your answer you should consider: the participants' purposes and roles, the structure of the interaction, interactive features of speech, vocabulary and grammar.</p> <p>Assessment Focuses: Quality of expression – selection/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"> Explores appropriate range of features. Describes carefully and accurately significant language features and patterns using lexical-semantic, grammatical, phonological and discourse frameworks. Makes rare errors. Describes grammatical features such as clause linking, disjunction and ellipsis. Describes key lexical/semantic features such as the manager's repetition of the abstract nouns "threat" and "energy". Demonstrates correct and consistent analytical method. Uses linguistic frameworks systematically and purposefully. Describes discourse markers. | 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. Explores and analyses the effect of contextual factors such as status and familiarity. Examines the function of discourse markers. Explores participant positioning. Examines the use of prompting and support strategies. Considers the significance of the interviewer's investigative strategies. Examines the manager's eager but nervous responses to questions. Explores politeness strategies and face work. |
| 11-15 | <ul style="list-style-type: none"> Gives evidence of some range or depth. Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological and discourse frameworks. Writes largely accurately. Examines some grammatical features such as word classes and verb tenses. Describes turns, monitoring and support. Gives a mainly systematic analysis of the transcript. Describes sentence types such as declaratives used as interrogatives. | 11-15 | <ul style="list-style-type: none"> Describes a range of significant language features. Understands context's influence clearly and in detail. Interprets text's communicative intent. Fully supported interpretations. Examines various dimensions of the interview context. Shows sensitivity to different speaker behaviour. Explores topics (e.g. football, performance), topic change and topic management. Examines closely the purposes of phonological features such as stress. Engages with purpose of monitoring, turns, questioning, support etc. Gives some sustained attention to lexical/semantic features such as the field of time, e.g. "final", "weeks". |
| 9-10 | <ul style="list-style-type: none"> Makes consistent use of linguistic frameworks. Describes significant language features or patterns using lexical-semantic, grammatical, phonological and discourse frameworks. Basically accurate. Begins to examine pronouns and address. Identifies some interactive features such as turns, prompts and responses. | 9-10 | <ul style="list-style-type: none"> Describes key features of language variation. Understands effect of context and what texts are trying to communicate. Illustrated points. Describes effect of the post-match interview context on purposes and meanings. Identifies basic topic and relates to purpose. Describes relationships revealed by spoken interaction. Tends to identify some language features within a narrative account of the transcript. |
| 7-8 | <ul style="list-style-type: none"> Uses a linguistic framework. Identifies and attempts to describe relevant language features. Uncertainty of description – some errors occur. Identifies repetitions, fillers, non-verbal and non-fluency features. Describes question and answer structure. Identifies some phonological features such as stress. Identifies some lexical/semantic features such as the field of football, e.g. "scored". | 7-8 | <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. Looks at a limited range of effects of context within the interview context. Relates question and answer structure to interview situation. Differentiates the speakers' roles. |
| 5-6 | <ul style="list-style-type: none"> Attempts to use frameworks for description. Identifies some relevant language features. Occasional accuracy of description. Focuses partially on language but mainly on content. Shows some basic awareness of interactive features. Presents a broad account of semantic complexity/simplicity. | 5-6 | <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. Shows a limited sense of the effect of context on the interaction. Recognises the interview context. Gives broad comments about purpose. Selects and begins to comment on some relevant quotations. |
| 3-4 | <ul style="list-style-type: none"> Attempts to use frameworks but minimal accuracy achieved. Quotes without linguistic description. Identifies unhelpful linguistic features and labels with no sense of significance. Begins to discuss level of formality. Tends to dwell on content by paraphrasing. | 3-4 | <ul style="list-style-type: none"> Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation. Superficial reactions to texts. Gives unanalysed quotations. Summarises what speakers say. |
| 1-2 | <ul style="list-style-type: none"> Minimal engagement with language of the data extracts. Rare quotations or reference to the language of the extracts. | 1-2 | <ul style="list-style-type: none"> Major misunderstanding of audience/purpose/context/content/meaning. Rarely comments on details of the text. |
| 0 | <ul style="list-style-type: none"> No engagement with data extracts. | 0 | <ul style="list-style-type: none"> Text or data have no influence on the work. |

| 2 | <p>Key words: The data set below lists some common interactive language features. To what extent are these features more typical of female speakers than male speakers?</p> <p>Assessment Focuses: Quality of expression – understanding/exploration of concepts and issues relating to spoken verbal interaction involving men and women.</p> | 3 | <p>Key Words: To what extent are informal spoken interactions structured?</p> <p>Assessment Focuses: Quality of expression – understand/exploration of concepts and issues relating to effective spoken verbal interaction.</p> |
|--------------|---|--------------|---|
| 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 | <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 female/male features of spoken interaction such as minimal responses, tag questions.</i> • <i>Comments critically on research from Coates, Cameron et al.</i> • <i>Presents open-minded answer based on wide knowledge and reflection.</i> • <i>Shows awareness of factors other than gender, such as age, status and conversational group composition, which exercise an influence in various contexts.</i> • <i>Challenges common assumptions and generalisations.</i> • Shows some ability to break down "female" and "male" speakers into much more specific cases. | 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>Conceptualises different views and assimilates appropriate supporting research, e.g. Politeness principle, Grice's co-operative theory.</i> • <i>Explores theory in the context of specific situations.</i> • <i>Presents open-minded answer based on wide knowledge and reflection.</i> • <i>Explores specific interactive features such as greetings, openings, closings, adjacency pairs, IRF, discourse markers, tag questions and turn taking cues in various informal contexts.</i> • <i>Illustrates ideas with precise examples of interactive 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>Refers clearly to different kinds of interaction.</i> • <i>Integrates some relevant research into argument.</i> • <i>Considers the role played by particular lexical, semantic and grammatical interactive features.</i> • <i>Maintains focus on gender and other variables.</i> • <i>Refers to similarities and differences in language use of a variety of women and men in different contexts.</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 different kinds of interactive features used to structure informal spoken interaction such as address, questioning, supportive feedback etc.</i> • <i>Gives some examples of these features.</i> • <i>Comments on the significance of research and ideas about spoken interaction.</i> • <i>Considers status, age, gender of participants.</i> • <i>Examines a range of relevant informal contexts.</i> |
| 9-10 | <ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Outlines the importance of context to appropriate interactive lexical/semantic/grammatical features.</i> • Identifies main features of turn-taking behaviour and speakers' relationship. | 9-10 | <ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Shows some awareness of the importance of context in interaction and speakers' relationships.</i> • <i>Outlines some researchers and ideas without close link to the task.</i> • Looks at one or two features which are used to structure informal spoken interaction. |
| 7-8 | <ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Shows broad/implicit understanding of issues relating to female/male spoken interaction.</i> • <i>Identifies some interactive features but does not comment on them/does not convey the issues of gender and other variables clearly.</i> | 7-8 | <ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Begins to comment on structuring informal spoken interaction.</i> • <i>Identifies some appropriate features of interaction.</i> • <i>Shows some familiarity with linguistic debates by name-dropping researchers.</i> • <i>Shows broad/implicit understanding of language and relationships.</i> |
| 5-6 | <ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • <i>Gives broad/partial accounts of basic principles of spoken interaction.</i> • <i>Offers very limited range of relevant examples.</i> | 5-6 | <ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • <i>Gives broad/partial accounts of some basic principles of spoken interaction without close reference to structuring informal interaction.</i> • <i>Offers a very limited range of examples of interactive language.</i> |
| 3-4 | <ul style="list-style-type: none"> • Anecdotal/descriptive with implicit relevance. • Uncertain about how to carry out linguistic study. • <i>Makes sweeping generalisations and broad assertions.</i> • <i>Gives an anecdotal/non-linguistic account of female/male use of language.</i> • <i>Shows little awareness of interactive features.</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 examples of interactive language but does not comment on them clearly.</i> • <i>Makes very broad, unsubstantiated assertions.</i> |
| 1-2 | <ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Offers generalised/lay discussion of female/male attitudes and behaviour.</i> | 1-2 | <ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Gives very generalised discussions of interaction.</i> |
| 0 | <ul style="list-style-type: none"> • No understanding of anything concerned with the study of language. | 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 emerges. • 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. |