AQA

A S S E S S M E N T and
Q U A L I F I C A T I O N S
A L L I A N C E

General Certificate of Education

English Language 5701
Specification A

ENA1   **Discovering Language**

Mark Scheme

2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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 ringed mark out of 20 for AO3i in the right hand margin
- award a ringed mark out of 20 for AO5i in the right hand margin

Eg

AO3i ⬭12

AO5i ⬭12

Section B – Language Issues

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

Eg

AO4 ⬭14

AO1 – Quality of Writing

- **based on both answers**, award a ringed mark out of 10 for AO1 in the right hand margin

Eg

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.

1	**Keywords:** Comment linguistically – significant features – Explain how – contribute – text's meanings – represents – the nature of food – how the language shapes the reader's response. **Assessment Focuses:** Quality of expression – 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	• Appropriate range of features explored. • Clear and accurate description of distinctive language features and patterns using frameworks. • Rare errors. • *Describes verbs: present/past tense, perfect, pluperfect, perfective, progressive, present participle, modals.* • *Describes: proper/abstract/concrete nouns.* • *Describes types of adjective and adverb.* • *Gives overview of lexical variation.* • *Integrates analysis of different features.*	**16-20**	• 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 meanings of verb tenses/forms, modals, adverbs.* • *Explores argument and persuasive strategies.* • *Articulates sense of hyperbole, sensationalism, dramatising.* • *Conceptualises/explores paradoxical representation of organics, ambivalence to sweetness.*
11-15	• Evidence of some range or depth. • Describes a range of significant language features or patterns using lex-sem, gramm, phon frameworks. • Largely accurate. • *Describes word classes: nouns, adjectives, verbs, adverbs, conjunctions.*	**11-15**	• Describes a range of significant language features. • Understands context's influence clearly and in detail and interprets text's communicative intent. • Fully supported. • *Writes closely on word classes and their denotations and connotations.* • *Analyses representation of organic food, illness, sweetness.* • *Analyses some particular views and attitudes.*
9-10	• Consistent use of linguistic frameworks. • Describes significant language features or patterns using lex-sem, gramm, phon frameworks. • Basically accurate. • *Describes a pronoun precisely. (9)* • *Describes two or more types of pronouns. (10)*	**9-10**	• Describes key features of language variation. • Understanding of effect of context and what texts are trying to communicate. • Illustrated points. • *Explores effects of 1st, 2nd and 3rd person pronouns.* • *Identifies the critical attitudes broadly.*
7-8	• Uses a linguistic framework. Identifies and attempts to describe relevant language features. • Uncertainty of description – some errors occur. • *Identifies pronouns broadly.* • *Labels some different semantic fields.* • *Notes metaphor.*	**7-8**	• Distinguishes some features of language variation. • Awareness of effect of context and what texts are trying to communicate. • Illustrated points. • *Notes personal address.* • *Conveys topics broadly: organics, taste, chemicals, disease.*
5-6	• Attempts to use frameworks for description. • Identifies some relevant language features - occasional accuracy of description. • *Identifies a semantic field.* • *Identifies jargon.*	**5-6**	• Identifies some features of language variation. • Some use of content: specific references/examples/quotation. • Broad awareness that context has influenced language use. • *Identifies argument/persuasion functions broadly.* • *Identifies audience: interested in the nature of food.*
3-4	• Attempts to use frameworks but minimal accuracy achieved. • Quotes judiciously without linguistic description. • *Describes graphology.* • *Identifies complexity/formality/paragraphing.*	**3-4**	• Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation. • Superficial reactions to texts. • *Gives well selected but unanalysed quotations.* • *Gives broad comments about formality and accessibility.*
1-2	• Minimal engagement with language of the data extracts. • Rare quotations or reference to the language of the extract.	**1-2**	• Major misunderstanding of audience/purpose/context/content/meaning. • *Rarely comments on details of the text.*
0	• No engagement with data extract.	**0**	• Text has no influence on the work.

2	**Key Words:** Some people dismiss political correctness in language, claiming that it has 'gone too far' in rejecting some words and introducing alternative expressions. Using your knowledge of language issues, **explore the arguments** that suggest the **words used to label people are significant**. In your answer you should discuss words used to label people according to **one or more** of the following: **gender, age, ethnicity, disability, sexuality.** **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
Mark	**AO4: understand, discuss and explore concepts and issues relating to language in use**
16-20	• Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • *Conceptualises the issues raised by words' representations.* • *Explores positive representations in vocabulary choices.* • *Interprets significance of issues from different points of view, eg determinist, reflectionist, universalist.* • *Discusses social and cultural contexts, eg attitudes to PC language, processes of language change.* • *Argues a case about the significance of language.*
11-15	• Depth/range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • *Makes detailed linguistic analysis of a range of words.* • *Understands and knows a range of concepts, eg generics, lexical gaps, over-representation, asymmetry.* • *Explores significance by analysing words' representations and meanings.* • *Explains reflectionism or determinism without commenting on their implication for significance of words.*
9-10	• Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • *Discusses some words linguistically, eg metaphors, suffixes.* • *Offers some comment about the specific attitudes/representations expressed by vocabulary items.* • *Outlines some researchers or theories briefly.*
7-8	• Familiarity with linguistic ideas, concepts and research. Makes sustained explanations. • *Makes limited explicit linguistic comment on some words, eg denotations, connotations, origin.* • *Name-drops or gives undeveloped/partially understood references to PC, determinism or reflectionism.*
5-6	• Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • *Writes about the meanings and implications of some words.* • *Gives a limited range of examples.* • *Expresses a general awareness of the attitudes revealed by vocabulary.*
3-4	• Anecdotal/descriptive with implicit relevance. • Uncertain about how to carry out linguistic study. • *Identifies words but does not comment on them linguistically.* • *Makes broad or lay assertions, eg words are offensive.* • *Does not focus on vocabulary and attitudes, eg writes about attitudes to accents or accents and class (3).*
1-2	• Little focus on linguistic issues. • *Makes generalised discussions of sexism/racism or other issues without focussing on language.*
0	• No understanding of anything concerned with the study of language.

3	**Key Words:** What do we **learn about language acquisition** by looking at **children's early use of words and the meanings these words convey**? In your answer you should discuss issues raised by the data below, which are the first words of a child called Rachel. You may also use examples of your own. **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
Mark	**AO4: understand, discuss and explore concepts and issues relating to language in use**
16-20	• Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • *Articulates explicit understanding of active, creative and deductive processes/rules.* • *Discusses the significance of input and interaction.* • *Explores the nature of words and meanings, reception and production.* • *Explores the phonological nature of early words.* • *Discusses individual/social/cultural variations in vocabulary learning, speech styles and semantic understanding.* • *Discusses importance of cognitive skills: object permanence, seriation.* • *Evaluates use of CDS vocabulary items.* • *Explores the uses of words.* • *Explains some rules and principles applied by children, eg categorical and analogical over-extension.*
11-15	• Depth/range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • *Examines a range of features in detail, eg word classes, over and under-extension, mismatch, word formation, conversion, affixation.* • *Makes some comment on research and theories, questioning acquisition by imitation.*
9-10	• Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • *Makes comments about pragmatic meanings in holophrastic stage (10).* • *Explains theories and research without linking to issue of lexical/semantic development (9).*
7-8	• Familiarity with linguistic ideas, concepts and research. Makes sustained explanations. • *Explains reasons for semantic fields (8).* • *Identifies semantic fields in data/children's language (7).* • *Makes undeveloped references to theories – name-dropping/partial understanding.*
5-6	• Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • *Comments on the data with occasional linguistic insight (6).* • *Gives an account of pre-verbal stages (5).*
3-4	• Anecdotal/descriptive with implicit relevance. • Uncertain about how to carry out linguistic study. • *Identifies some features of children's language without linguistic comment.* • *Gives generalised/lay discussions of children's language/makes broad assertions.*
1-2	• Little focus on linguistic issues. • *Gives generalised discussions of children's development without language focus.*
0	• No understanding of anything concerned with the study of language.

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