AQA

ASSESSMENT and

QUALIFICATIONS

ALLIANCE

General Certificate of Education

English Language 6701
Specification A

ENA6   Language Debates

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.

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 6

Assessment Objective		1	2	3ii	4	5ii	Total
Section A: Data Analysis	1 (a)			5			
	1 (b)	10		5			40
	1 (c)			10		10	
Section B: Response in a Particular Form	2 (a)		15		20		
	2 (b)		5				40

Question 1
1 (a)
Award an AO3ii mark out of 5 to 1a.
Double tick up to 3 correct points in the body of the script. Use a single tick for partially correct points.
Place a ringed mark out of 5 in the right hand margin. Transfer to the front cover.

1 (b)
Award an AO3ii mark out of 5 to 1b.
Place a ringed mark out of 5 in the right hand margin. Transfer to the front cover.

1 (c)
Award an AO3 ii mark out of 10 to 1c. Place in the margin.
Award an AO5 ii mark out of 10 to 1c. Place in the margin.
Add these marks and ring total. Transfer to the front cover.

AO1
Write a note at the end of 1 (c) covering the quality of writing in 1 (a) 1 (b) and 1 (c). Put a ringed mark in the margin and transfer to the front cover as AO1.

Question 2
2 (a)
Award an AO2 mark out of 15 to 2a. Place in the margin.
Award an AO4 mark out of 20 to 2a . Place in the margin.
Add these marks and ring total. Transfer to the front cover.

2 (b)
Award an AO2 mark out of 5.
Ring and transfer to the front cover.

1a	**Assessment Focuses:** Application and exploration of Linguistic Frameworks for Analysis. **Keywords: Data List** – Comment linguistically – word formation processes – **three** words.
Mark	**AO3ii Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken.**
5	• 3 examples described linguistically and accurately: affixation, eponym, compounding, blending, elision, synecdoche, metonymy, euphemism, pejoration, broadening. • Clear focus on neologism and word creation.
4	• 2 examples described linguistically and accurately. • Clear focus on neologism and word creation.
3	• 1 example discussed linguistically and accurately with clear focus on neologism. **AND** • Discusses other examples with partial accuracy of linguistic description/clarity about word creation.
2	• 1 example discussed linguistically and accurately with clear focus on neologism. **OR** • Discusses 2 or more examples with partial accuracy of linguistic description/clarity about word creation.
1	• Discusses 1 example with partial accuracy of linguistic description/clarity about word creation. • Discusses examples without linguistic description. • Weak focus on word creation.
0	• Minimal or no reference to the data. • Misunderstanding of data.

1b	**Assessment Focuses:** Application and exploration of Linguistic Frameworks for Analysis. **Keywords:** Explain the **methodology** you would use to carry out an **investigation** of people's **attitudes to language change.**
Mark	**AO3ii Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken.**
5	• Perceptive methodology/evaluates methodology. • *Evaluates observer's paradox/demand characteristics, types of data collection (eg questionnaire, interview, data response, semantic differential), validity, ethics.* • *Illuminating focus for investigation.*
4	• Reflects on the purposes of a detailed methodology. • *Shows understanding of need to investigate different types of respondents or different situations.* • *Discusses extra-linguistic variables.*
3	• Explains a well focussed methodology. • *Explains precisely what attitudes/language features would be investigated.*
2	• Outlines approaches to data collection. • *Describes how data would be gathered at a literal level.* • *Broad conception of attitudes and focus of investigation.*
1	• Shows awareness of the need to collect data.
0	• No awareness of need to collect data.

1c	**Assessment Focuses:** Quality of expression – application of Linguistic Frameworks for Analysis – analysing and evaluating significant language features. **Keywords:** Analyse and evaluate – ways – ideas and opinions about language change – presented – Discuss – how convincing – ideas and opinions expressed about language change – **Text A.**		
Mark	**AO3ii** **Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken.**	**Mark**	**AO5ii** **Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.**
9-10	• Selects appropriate range of frameworks and applies in some depth. • Searching and confident linguistic analysis, using frameworks to enhance and illuminate understanding. • Clear and accurate description. • *Analyses sentence, clause and phrase structures.* • *Integrates different levels of analysis.* • *Characterises overall style perceptively.*	**9-10**	• Analytical grasp of how language works across different levels. Ability to place analysis in wider contexts. • Perceptive/conceptualised/illuminating/open-minded. • Interesting and judicious use of examples and quotation. • Evaluates appropriateness/success. • *Evaluates views of language change in the article.* • *Evaluates the article's representation of language issues.* • *Evaluates clarity, accessibility, credibility, persuasiveness.* • *Analyses sentence and clause structures.*
7-8	• Selects and identifies a range of illuminating frameworks, showing understanding of their value. • Illuminating application of linguistic frameworks. Describes range of language features or patterns using lex-sem, gramm, phon frameworks. • Rare errors. • *Describes word classes in depth: verb tenses, aspect, modals, adverb types, noun types.* • *Describes specific sentence types.* • *Characterises lexical style perceptively.*	**7-8**	• Confident analysis of language features, their explanatory context and their communicative impact. • A subtle reading integrating various levels of description. • Exploration of texts' meaning, purpose and effects. • Close reading and well-integrated quotation. • Evaluative comments are well supported. • *Explores text's positioning of audience.* • *Explores how Roberts/article reveals views.* • *Explores how text makes ideas dramatic/accessible.* • *Evaluates some features of text's approach and style.*
5-6	• Selects and identifies some frameworks. • Consistent application of linguistic frameworks. Describes significant language features or patterns using lex-sem, gramm, phon frameworks. • Largely accurate. • *Describes sentence functions/moods.* • *Describes word classes: nouns, verbs, adjectives, adverbs, conjunctions, determiners.*	**5-6**	• Analyses meanings of a range of language features. • Clear and detailed understanding of context's influence. • Engagement with texts' communicative intent. • Fully supported. • Some evaluative comment tied to textual detail. • *Analyses a range of ideas and opinions.* • *Analyses how word classes present some ideas about language change.* • *Analyses creation of authority.*
4	• Selects and identifies a framework • Applies a linguistic framework. Describes relevant language features. • Uncertainty of description – some errors occur. • *Generalises about some relevant features without detail/development, eg sentence types.* • *Identifies linguistic jargon, pronouns, metaphors.*	**4**	• Distinguishes some features of language variation. • Begins to analyse what text communicates. • Illustrated points. • Broadly evaluative. • *Comments on metaphors' representations.* • *Shows understanding of Burridge's views of change.*
3	• Selects some relevant language features. • Attempts to apply frameworks for description. • Occasional accuracy of description. • *Focuses partially on language – dwells on content.* • *Identifies fields, formality, complexity, graphology.*	**3**	• Identifies some features of language variation. • Broad analysis of how context has influenced language use. • Some use of content: specific references/examples/quotation. • *Shows general understanding of focus on language change.* • *Identifies audiences/purposes.* • *Gives broad comments about accessibility/complexity.*

2	• Attempts to use frameworks but minimal accuracy achieved. • *Quotes judiciously without linguistic description.* • *Labels unhelpful linguistic features with no sense of significance of chosen quotations.*	**2**	• Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation. • Superficial reactions to texts. • *Gives well selected but unanalysed quotations.* • *Summarises/recounts the information in the text.*
		1	
1	• Minimal engagement with language of the data extracts. • *Quotes/refers to language of the article rarely.*	**0**	• Limited understanding. Major misunderstanding of mode/purpose/context/content/meaning. • *Rare quoting or reference to language of the article.*
0	• No engagement with data extracts.		• Text has no influence on the work.

Q 1 a b and c

Mark	AO1 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.
9-10	• Controlled use of technical aspects. • Precise and deft expression. Subtlety of effect. • Cogent, coherent and cohesive. • Linguistic flair.
7-8	• Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
6	• 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. • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms.
1	• Major flaws in language. • Communication impeded.
0	• Total irrelevance/incomprehensible.

Q 1 a b and c

2a	**Assessment Focuses:** Quality of expression – understand ideas about nature of language change – explore attitudes to language change. **Key Words:** Editorial – *The Independent* – explain and comment on different views – nature of language change – new words and expressions – own conclusions – ideas and issues discussed in **Text A** and **Text B** – ideas and examples given in **Texts C** and **D**.
Mark	**AO4** **understand, discuss and explore concepts and issues relating to language in use.**
17-20	• Conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Exploratory/original/evaluative approach. • *Develops an overview of language change and the language system.* • *Challenges simple ideas of progress/decay; explores Crystal's equilibrium/tide metaphors.* • *Challenges descriptive stances.* • *Evaluates specific changes as good, bad, neutral: evaluates Humphrys' views.* • *Explores ideas relevantly and interestingly for audience, showing their significance.*
13-16	• Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • *Identifies and explains dislike of language changes as age-related and conservative.* • *Identifies and explains evolutionary views of language change.* • *Identifies and explains degeneration views of language.* • *Classifies and analyses views in Texts A and B.* • *Addresses ideas to audience situation.*
11-12	• Depth or range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • Expresses own view of change as good/bad/neutral. • *Explores particular examples in detail: new words, slang, tautology, euphemism.* • *Links issues to audience.*
9-10	• Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • Broadly identifies prescriptivism or descriptivism. • Makes simplistic summaries of ideas in sources. • *Responds broadly to slang/euphemisms.* • *Some awareness of the context of discussion in a compact newspaper editorial.*
7-8	• Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • *Gives explanation of how and why language has changed/is changing.* • *Makes occasional linguistic comments on examples of language change.*
5-6	• Awareness of linguistic ideas, concepts and research. • *Gives examples of language change.* • *Gives some limited linguistic comment on examples.* • *Shows some awareness of linguistic research and concepts by name-dropping or undeveloped references.* • *Relies on and repeats ideas of Text A.*
3-4	• Anecdotal/descriptive with implicit relevance. • *Makes a generalised discussion of language change with little linguistic comment/few examples.*
1-2	• Little focus on linguistic issues. • *Gives a general discussion of social and cultural changes with little reference to language change.*
0	• No understanding of anything concerned with the study of language.

2a	**Assessment Focuses:** Quality of expression – understand ideas about nature of language change – explore attitudes to language change. **Key Words:** Editorial – *The Independent* – explain and comment on different views – nature of language change – new words and expressions – own conclusions – ideas and issues discussed in **Text A** and **Text B** – ideas and examples given in **Texts C** and **D**.	
Mark	**AO2** **demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.**	
	A Form	**B Style**
13-15	• Ability to use demanding forms effectively. • Original and innovative as appropriate. • *Produces a polished and impressive piece.* • *Well shaped and structured tour of issues.* • *Effective closing.*	• Flair, precision, deftness. • Controlled use of technical aspects. • *Uses vocabulary and syntax subtly to express arguments.* • *Combines information, analysis and argument with stylishness, wit and playfulness.* • *Uses language to entertain as well as inform and argue.*
10-12	• Skilful and knowledgeable use of forms. • Reader guided. • Some ability to innovate/take risks. • *Links topics, arguments and points coherently.* • *Uses cohesion and connective vocabulary well.* • *Concludes clearly.* • *Interesting and playful headline.*	• Close attention to the communication of meaning. Judicious choices. Stylish. Texts that work. • Complexity and difficulty handled well. • Rare errors. • *Write accessibly, controlling vocabulary and syntax.* • *Able to argue well-documented viewpoints.* • *Addresses the audience's situation and interests.* • *Directs content to audience's experiences and concerns.*
8-9	• Convincing control of form, paying attention to genre and needs of audience. • *Develops a line of thought.* • *Clear opening and reference to issues.* • *Speaks for paper/readership.*	• Sustained use of register. Shaping at all levels. • Straightforward styles/registers used. • Firm control of accuracy. • *Transforms linguistic ideas clearly for audience.* • *Uses language effectively to review ideas.*
6-7	• Competent handling of a form, showing knowledge of requirements and conventions. • *Logical sequence of ideas explored.* • *Uses a basic headline.*	• Controlled and clear register employed. Some slips. • Infrequent technical errors. • *Works to transform linguistic ideas for audience.* • *Takes for granted some technical features or references to research.*
4-5	• Clear structural elements. • Basic handling of a form. Simple forms. • *Clear paragraphs and topics used.* • *Uses 1ˢᵗ person singular.*	• Style shaped for audience/purpose. • Occasional errors. • *Uses some appropriate style for editorial.* • *Recognises need to deal with a linguistic register.*
3	• Awareness of textual structures/conventions – weak control of formal principles. • *Short undeveloped paragraphs.* • *Basic control and shaping of content: limited line of thought.* • *Employs inappropriate sub-editorial writing.*	• Style modified for audience and purpose. • Frequent errors. • *Shows some awareness of necessary style.* • *Uses frequent overly academic elements.* • *Uses overly informal style.*
2	• Simple organisational features. • Limited realisation of conventions. • *Essay like.*	• General style with broad shaping for audience and purpose. • Intrusive basic errors. • *Uses a consistently academic style.* • *Uses language of sources consistently.*
1	• Misjudgement of form.	• Major flaws in language. • Communication impeded. • Inappropriate style.
0	• No sense of form or shaping of material.	• Fails to communicate.

2b	**Assessment Focus:** Using linguistic knowledge – explain and comment on choices **Keywords:** Identify **three** different choices of language – when writing your editorial – describe – linguistically – comment – meanings and effects – trying to convey.
Mark	**AO2** **demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.**
	Commentary
5	• Clear overview of how to create appropriate effects for audience and purpose. • Good understanding of how language works at different levels (3 clearly different examples). • 3 examples described linguistically and effects/meanings clearly analysed.
4	• Clear and detailed comment on text's communicative intent. • 2 examples described linguistically and effects/meanings clearly analysed.
3	• Distinguishes key features of style and effects created. • 1 example described linguistically and effects/meanings clearly analysed. **AND** • Describes other features without comment on effect/comments without description.
2	• Conveys understanding of general appropriateness for audience and purpose. **OR** • Describes two features without comment on effect. • Comments without description. • Comments on literal meanings of features. **OR** • 1 example described linguistically and effects/meanings clearly analysed.
1	• Conveys own intentions broadly. • Focuses on content decisions. • Unanalysed but relevant quotations without any linguistic description. • No quotations.
0	• Minimal or no reference to the candidate's own text.