



General Certificate of Education

English Language 5701 *Specification A*

EA2W Using Language

Mark Scheme

2008 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 2

Assessment Objective	1	2	3i	5i	Total
Question 1 Language Analysis	10		10	10	30
Question 2 Language Production		60			60
Question 3 Commentary	10	20			30

Question 1 – Language Analysis 1

- award a mark out of 10 for AO1 in the right hand margin
- award a mark out of 10 for AO3i in the right hand margin
- award a mark out of 10 for AO5i in the right hand margin
- add together and put a ringed total out of 30 in the right hand margin

Eg AO1 6
 AO3i 6
 AO5i 7

(19)

Question 2 – Language Production.

- award a mark out of 10 for AO2a, double it and put it in the right hand margin
- award a mark out of 10 for AO2b, double it and put it in the right hand margin
- award a mark out of 10 for AO2c, double it and put it in the right hand margin
- add together and put a ringed total out of 60 in the right hand margin

Eg AO2a 5x2 10
 AO2b 6x2 12
 AO2c 6x2 12

(34)

Question 3 – Commentary

- award a mark out of 10 for AO2, double it and put it in the right hand margin
- award a mark out of 10 for AO1 in the right hand margin
- add together and put a ringed total out of 30 in the right hand margin

Eg AO2 5x2 10
 AO1 5

(15)

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.

Q1	<p>Key Words: Comment linguistically – significant features – explain – how they contribute – text’s meanings – should consider – vocabulary – meanings – grammatical features – sentence functions, types and structures – effects – how presents – new developments – design of robots.</p> <p>Assessment Focuses: Quality of expression – selection/application of LFA – identifying significant language features – explaining and interpreting language use.</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.
8-10	<ul style="list-style-type: none"> • Appropriate range of features explored. • Clear and accurate description of distinctive language features and patterns using lexical-semantic, grammatical, phonological frameworks. • Rare errors. • <i>Uses clause analysis.</i> • <i>Describes sentence types.</i> • <i>Discusses verb forms: tense switching, use of simple present tense, present progressive/present perfect/future aspects, modal verbs.</i> • <i>Analyses some of the following: abstract/concrete nouns, types of adverb, superlatives, comparatives.</i> • <i>Gives perceptive overview of lexical features.</i> • <i>Integrates analysis of different features.</i> 	8-10	<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. • Well integrated use of examples and quotations. • Engagement with text’s meaning, purpose and effects. • <i>Explores meanings of grammatical features, eg sentence types, verb tenses/aspects, modals, adverbials.</i> • <i>Engages perceptively with tone, ideas and issues.</i> • <i>Shows some overview of: eg advances in technology, how the work of experts in robot design is presented.</i> • <i>Explores nature of genre.</i>
6-7	<ul style="list-style-type: none"> • Evidence of some range or depth. • Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. • Largely accurate. • <i>Describes word classes eg nouns, adjectives, verbs, adverbs, conjunctions.</i> • <i>Describes sentence functions/moods.</i> • <i>Describes 1st/2nd/3rd person pronouns.</i> 	6-7	<ul style="list-style-type: none"> • Describes a range of significant language features. • Clear and detailed understanding of context’s influence. • Interprets text’s communicative intent. • Fully supported • <i>Writes closely on word classes and what they convey.</i> • <i>Engages closely with the presentation of new technology/robots.</i> • <i>Begins to show understanding of tone, ideas and issues.</i>
5	<ul style="list-style-type: none"> • Consistent use of linguistic frameworks. • Describes significant language features or patterns using lexical semantic, grammatical, phonological frameworks. • Basically accurate. • <i>Identifies pronouns.</i> • <i>Classifies some lexical features eg positive and negative lexis.</i> 	5	<ul style="list-style-type: none"> • Describes key features of language variation. • Understands effects of context. • Understanding of what text is trying to communicate. • Illustrated points. • <i>Looks at how the text uses direct address/1st person viewpoint.</i> • <i>Makes some comment on presentation of new technology/robots.</i>
4	<ul style="list-style-type: none"> • Uses a linguistic framework. • Identifies and attempts to describe relevant language features. • Uncertainty of description – some errors occur. • Restricted range • <i>Broad identification of semantic fields, metaphors.</i> • <i>Identifies denotations and connotations.</i> 	4	<ul style="list-style-type: none"> • Distinguishes some features of language variation. • Awareness of what texts are trying to communicate. • Illustrated points • <i>Labels broad fields of meaning: eg robot names, domestic tasks, household items.</i> • <i>Comments on some word choices and connotations.</i>
3	<ul style="list-style-type: none"> • Attempts to use frameworks for description. • Identifies relevant language features. • Occasional accuracy of description. • <i>Focuses partially on language.</i> • <i>Broad discussion of formality and complexity.</i> • <i>Dwells on graphology/complexity/formality.</i> 	3	<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. • <i>Makes broad comments about audience and formality.</i> • <i>Shows general sense of purposes/focus on new technology.</i>
2	<ul style="list-style-type: none"> • Attempts to use frameworks but minimal accuracy achieved. • Quotes judiciously without linguistic description. • <i>Identifies unhelpful linguistic features and labels with no sense of significance.</i> 	2	<ul style="list-style-type: none"> • Simple/generalised/descriptive accounts of the content of the text. • Paraphrase. • Excessive quotation. • Superficial reactions to texts. • <i>Gives well-selected but unanalysed quotations.</i> • <i>Summarises or paraphrases the article.</i>
1	<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	<ul style="list-style-type: none"> • Major misunderstanding of audience/purpose/context/content/meaning.
0	<ul style="list-style-type: none"> • No engagement with the data extracts. 	0	<ul style="list-style-type: none"> • Text has no influence on the work.

Mark	AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology 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 emerge. • 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. • No use of/complete 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.

Q2	<p>Key words: Write – article - <i>New Scientist</i> magazine – recent decline of urban sparrow population – England – different explanations – lively, well-structured and informative – 400-500 words – Texts B, C, and D.</p> <p>Assessment Focuses: Selection and adaptation of source idea – form and shaping – stylistic choices – writing for audience and purpose – following genre.</p>		
Mark	<p>AO2 Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic choices to explain and comment on choices made.</p>		
	A Content	B Form	C Style
8-10	<ul style="list-style-type: none"> • Interesting/engaging content for audience/purpose. • <i>Comprehensive and detailed overview of range of possible reasons for disappearance of urban sparrows.</i> • <i>Omission of information not relevant to new audience.</i> • <i>Sources thoroughly and skilfully transformed.</i> 	<ul style="list-style-type: none"> • Skilful/knowledgeable use of forms. • Reader guided. • Some ability to innovate/take risks. • Well constructed. • <i>Interesting and lively article that communicates issues effectively.</i> • <i>Highly competent use of conventions.</i> • <i>Highly cohesive.</i> 	<ul style="list-style-type: none"> • Close attention to the communication of meaning. • Judicious choices. • Stylish. • A text that works. • Complexity and difficulty handled well. • Rare errors. • <i>Control of syntactic patterns to direct and focus the reader's attention.</i> • <i>Stylish use of sentence effects to create writer's voice.</i> • <i>Confident sense of audience, purpose, genre.</i>
6-7 5	<ul style="list-style-type: none"> • Content well selected for specific audience and purpose. • <i>Sources assimilated and transformed.</i> • <i>Salient content identified.</i> • Developed content that fulfils the task. • <i>A recognisably new text is created.</i> 	<ul style="list-style-type: none"> • Convincing control of form, paying attention to genre and needs of audience. • <i>Appropriate layout, contextualisation and sentencing.</i> • <i>Varied effects</i> • <i>Well organised.</i> • Competent handling of a form, showing knowledge of requirements and conventions. • <i>Uses an inventive heading.</i> • <i>Clearly recognisable as a New Scientist article.</i> 	<ul style="list-style-type: none"> • Style sustained. • Shaping at all levels. • Straightforward styles used. • Accuracy firmly controlled. • Appropriate sentence styles. • <i>Vocabulary is carefully chosen to suit audience and context.</i> • <i>Convincing voice and address to audience.</i> • <i>Controlled, clear style.</i> • Controlled and clear style employed. • Some slips. • Infrequent technical errors. • <i>Some useful stylistic variation, eg uses informal devices to create rapport/uses vocabulary appropriate to subject matter.</i>
4 3	<ul style="list-style-type: none"> • Developed and appropriate content with some gaps. • <i>Transformation occurs.</i> • <i>Sources used to characterise the article.</i> • Sustained content – broadly appropriate for audience/purpose. • Some unnecessary content. • <i>Closely reliant on source texts.</i> • <i>Limited range in terms of content or function.</i> • <i>Some identification of relevant points.</i> 	<ul style="list-style-type: none"> • Clear structural elements. • Basic handling of form. • Simple forms. • <i>Some sub-editorial awareness.</i> • Some awareness of textual structures/conventions. • <i>Some direction to the text.</i> • <i>Awareness of article.</i> 	<ul style="list-style-type: none"> • Style shaped for audience/purpose. • Occasional errors. • <i>Some sense of writer's voice conveyed.</i> • <i>Use of convincing address.</i> • Style modified for audience and purpose. • Inconsistent. • Frequent errors. • <i>Some stylistic shifting.</i>
2 1 0	<ul style="list-style-type: none"> • Undeveloped content. • Unlikely to engage/satisfy audience. • <i>Unassimilated sources.</i> • Simple outline. • Rough notes. • <i>Fragmented.</i> • Insubstantial. 	<ul style="list-style-type: none"> • Simple organisational features. • Limited realisation of conventions. • <i>Overlong sentences.</i> • <i>Lacks direction.</i> • <i>Not like an article.</i> • Rudimentary form. • <i>Reliant on the form of the source.</i> • No sense of form or shaping of material. 	<ul style="list-style-type: none"> • Simple style broadly shaped for audience and purpose. • Intrusive basic errors. • Untransformed sources. • <i>Very limited communication.</i> • Major flaws in language. • <i>Communication impeded.</i> • <i>Fails to communicate.</i>

Q3	Key Words: Linguistic devices – article – suitable – audience and purpose – examples – illustrate points – provide reasons – linguistic choices.		
	Assessment Focuses: Quality of expression – selection/application of LFA – exploring audience/purpose – explaining and commenting on language use.		
Mark	AO2 Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to comment on choices made.	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"> • Clear overview of how to create appropriate effects for audience and purpose, showing a good understanding of how language works at different levels. • <i>Analyses communicative strategies employed for audience and purposes.</i> • <i>Looks at sentence functions and types.</i> 	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"> • Deals with significant word classes. • Distinguishes a range of significant features. • Clear and detailed comment on texts' communicative intent. • Fully supported, showing linguistic insight. • <i>Explores issues of voice/viewpoint.</i> • <i>Deals with significant word classes.</i> 	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"> • Distinguishes key features of style and effects created. • Illustrated points using linguistic knowledge. • <i>Deals in detail with address.</i> 	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"> • Some identification of language features used. • Some use of linguistic frameworks or concepts. • <i>Identifies pronouns.</i> • <i>Some discussion of address.</i> 	4	<ul style="list-style-type: none"> • Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register.
3	<ul style="list-style-type: none"> • Awareness of effect of audience and purpose and own intentions shown. • <i>Identifies examples of genre: mainly vocabulary/formality.</i> 	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"> • Descriptive account of text written: explains content. • Unanalysed quotations for examples. 	2	<ul style="list-style-type: none"> • Intrusive basic errors (sentence punctuation, there/their etc). • Simple expression – conveys basic points. • Short incomplete work. • No use of/complete misunderstanding of linguistic terms.
1	<ul style="list-style-type: none"> • Minimal commentary on the text. 	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"> • No reference to candidate's own text. 	0	<ul style="list-style-type: none"> • Total irrelevance/incomprehensible.