



General Certificate of Education

English Language 5701 *Specification A*

ENA1 Discovering 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.

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

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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	3i	4	5i	Total	AO1
Language Analysis	20		20	40	10
Language Issues		20		20	

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

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 – Raymond Chandler and his writing – 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	<ul style="list-style-type: none"> Appropriate range of features explored. Clear and accurate description of distinctive language features and patterns using frameworks. Rare errors. <i>Describes verbs: present/past tense, perfect, pluperfect, perfective, progressive, present participle.</i> <i>Describes: proper/abstract/concrete nouns.</i> <i>Describes types of adjective and adverb.</i> <i>Gives overview of lexical variation.</i> <i>Integrates analysis of different features.</i> 	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. <i>Explores meanings of verb tenses/forms, modals, adverbs.</i> <i>Articulates overview of representation of Chandler and the style and nature of the novel, eg tragedy, Marlowe as knight, corruption, quality of Chandler as a writer.</i> <i>Interprets particular judgements and evaluations by Rankin.</i>
11-15	<ul style="list-style-type: none"> Evidence of some range or depth. Describes a range of significant language features or patterns using lex-sem, gramm, phon frameworks. Largely accurate. <i>Describes word classes: nouns, adjectives, verbs, adverbs, conjunctions.</i> 	11-15	<ul style="list-style-type: none"> Describes a range of significant language features. Understands context’s influence clearly and in detail and interprets text’s communicative intent. Fully supported. <i>Writes closely on word classes and their denotations and connotations.</i> <i>Interprets representations of Chandler, characters and events.</i>
9-10	<ul style="list-style-type: none"> Consistent use of linguistic frameworks. Describes significant language features or patterns using lex-sem, gramm, phon frameworks. Basically accurate. <i>Describes a pronoun precisely. (9)</i> <i>Describes two or more types of pronouns. (10)</i> 	9-10	<ul style="list-style-type: none"> Describes key features of language variation. Understanding of effect of context and what texts are trying to communicate. Illustrated points. <i>Explores effects of 1st, 2nd and 3rd person pronouns.</i> <i>Identifies the positive evaluation broadly.</i>
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. <i>Identifies pronouns broadly.</i> <i>Labels some different semantic fields/literary terms.</i> <i>Notes simile/metaphor.</i> 	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. <i>Notes personal address.</i> <i>Conveys broad sense of topics: life, writing, crime.</i>
5-6	<ul style="list-style-type: none"> Attempts to use frameworks for description. Identifies some relevant language features - occasional accuracy of description. <i>Identifies a semantic field.</i> <i>Identifies statements.</i> 	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. <i>Identifies information and judgement functions broadly.</i> <i>Identifies audience: new/experienced readers of crime fiction.</i>
3-4	<ul style="list-style-type: none"> Attempts to use frameworks but minimal accuracy achieved. Quotes judiciously without linguistic description. <i>Describes graphology.</i> <i>Identifies complexity/formality/paragraphing.</i> 	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. <i>Gives well selected but unanalysed quotations.</i> <i>Gives broad comments about formality and accessibility.</i>
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 extract. 	1-2	<ul style="list-style-type: none"> Major misunderstanding of audience/purpose/context/ content/meaning. <i>Rarely comments on details of the text.</i>
0	<ul style="list-style-type: none"> No engagement with data extract. 	0	<ul style="list-style-type: none"> Text has no influence on the work.

2	<p>Key Words: Some linguists argue that the language used to refer to social groups can never be neutral and unbiased. How far do you agree with this view? In your answer you should discuss language used to refer to social groups based on one or more of the following: gender, age, ethnicity, disability, sexuality.</p> <p>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</p>
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>Conceptualises the issues raised by words' representations.</i> • <i>Explores positive representations in vocabulary choices.</i> • <i>Interprets issues of bias and neutrality from different points of view, eg relativist, determinist, reflectionist, universalist.</i> • <i>Discusses social and cultural contexts, eg attitudes to PC language, processes of language change.</i> • <i>Argues a case about the significance of 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>Makes detailed linguistic analysis of a range of words.</i> • <i>Understands and knows a range of concepts: eg generics, lexical gaps, over-representation, asymmetry.</i> • <i>Explores bias and neutrality by analysing words' representations and meanings.</i> • <i>Explains reflectionism or determinism without commenting on their implication for bias/neutrality.</i>
9-10	<ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Discusses some words linguistically, eg metaphors, suffixes.</i> • <i>Offers some comment about the specific attitudes/representations expressed by vocabulary items.</i> • <i>Outlines some researchers or theories briefly.</i>
7-8	<ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. Makes sustained explanations. • <i>Makes limited explicit linguistic comment on some words, eg denotations, connotations, origin.</i> • <i>Name-drops or gives undeveloped/partially understood references to PC, determinism or reflectionism.</i>
5-6	<ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • <i>Writes about the meanings and implications of some words.</i> • <i>Gives a limited range of examples.</i> • <i>Expresses a general awareness of the attitudes expressed by vocabulary.</i>
3-4	<ul style="list-style-type: none"> • Anecdotal/descriptive with implicit relevance. • Uncertain about how to carry out linguistic study. • <i>Identifies words but does not comment on them linguistically.</i> • <i>Makes broad or lay assertions – eg words are offensive.</i> • <i>Does not focus on vocabulary and attitudes, eg writes about attitudes to accents or accents and class. (3)</i>
1-2	<ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Makes generalised discussions of sexism/racism or other issues without focussing on language.</i>
0	<ul style="list-style-type: none"> • No understanding of anything concerned with the study of language.

3	<p>Key Words: In what ways might the speech children hear affect how they learn language?</p> <p>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</p>
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>Articulates explicit understanding of active, creative and deductive processes/rules.</i> • <i>Discusses pragmatic development.</i> • <i>Explores the nature of words and meanings: reception vs production.</i> • <i>Explores phonological variation in early pronunciations.</i> • <i>Discusses individual/social/cultural variations in talk to children.</i> • <i>Explores the functions/value of Child Directed Speech.</i> • <i>Comments critically on theories of acquisition in the light of adult – child interaction.</i> • <i>Demonstrates an overview of the process of language acquisition: role of input/LAD/cognition.</i>
11-15	<ul style="list-style-type: none"> • Depth/range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Explains Bruner's ideas of LASS in detail.</i> • <i>Examines a range of features of Child Directed Speech.</i> • <i>Rejects imitation as a sufficient explanation of language learning.</i> • <i>Analyses examples that challenge learning by imitation (eg morphological rules, grounds of extension).</i> • <i>Comments on correction.</i>
9-10	<ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Identifies Bruner's idea of a LASS. (10)</i> • <i>Explains theories and research without linking to issue of input. (9)</i>
7-8	<ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. Makes sustained explanations. • <i>Identifies examples of language not heard in adult speech. (8)</i> • <i>Identifies examples of imitating language. (7)</i> • <i>Makes undeveloped references to theories – name-dropping/partial understanding.</i>
5-6	<ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • <i>Gives linguistic account of children's language features/development without addressing task. (6)</i> • <i>Gives an account of pre-verbal stages. (5)</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 features of children's and adults' language without linguistic comment.</i> • <i>Gives generalised lay discussions of children's language/makes broad assertions.</i>
1-2	<ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Gives generalised discussions of children's development without language focus.</i>
0	<ul style="list-style-type: none"> • 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	<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. • 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.