



## **General Certificate of Education**

# **English Language 6701** *Specification A*

**ENA5      Language Variation and Change**

## **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.

Assessment Objective	1	3ii	4	5ii	Total
Texts from Different Times	10	10		10	30
Language Variation and Change	10		20		30

### Section A- Texts from Different times

- award a mark out of 10 for AO1 in the right hand margin
- award a mark out of 10 for AO3ii in the right hand margin
- award a mark out of 10 for AO5ii in the right margin
- add together and put a ringed total out of 30 in the right hand margin

Eg

$$\begin{array}{r}
 \text{AO1} \quad 6 \\
 \text{AO3ii} \quad 7 \\
 \text{AO5ii} \quad 7 \\
 \hline
 \textcircled{20}
 \end{array}$$

### Section B- Language Variation and Change

- award a mark out of 10 for AO1 in the right hand margin
- award a mark out of 20 for AO4 in the right hand margin
- add together and put a ringed total out of 30 in the right hand margin

Eg

$$\begin{array}{r}
 \text{AO1} \quad 6 \\
 \text{AO4} \quad 15 \\
 \hline
 \textcircled{21}
 \end{array}$$

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.

<b>Q1</b>	<p><b>Keywords:</b> Analyse and evaluate how the writer uses language to describe her experiences and convey her thoughts and feelings.</p> <p><b>Assessment Focuses:</b> Quality of expression – selection/application/evaluation of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features – writer’s aims and purposes – texts from different time – convey meanings and feelings.</p>		
<b>Mark</b>	<p><b>AO3ii: Apply and explore frameworks for the systematic study of spoken and written English at different levels, commenting on the usefulness of the approaches taken.</b></p>	<b>Mark</b>	<p><b>AO5ii: Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.</b></p>
<b>9-10</b>	<ul style="list-style-type: none"> <li>• Selects appropriate range of frameworks and applies in some depth.</li> <li>• Searching and confident linguistic analysis, using frameworks to enhance and illuminate understanding.</li> <li>• Evaluates frameworks.</li> <li>• Clear and accurate description.</li> <li>• <i>Uses linguistic frameworks systematically and purposefully.</i></li> <li>• <i>Demonstrates a consistent analytical method.</i></li> <li>• <i>Examines grammatical features such as inversion, eg “did praise Susan much” and modality, eg “could”, “did”.</i></li> <li>• <i>Describes sentence structures and clause types.</i></li> <li>• <i>Describes Anne’s elliptical expression “Then me to help ...”.</i></li> <li>• <i>Describes listing structure and parallelisms, eg “Then me ...”.</i></li> </ul>	<b>9-10</b>	<ul style="list-style-type: none"> <li>• Analytical grasp of how language works across different levels.</li> <li>• Ability to place analysis in wider contexts.</li> <li>• Perceptive/conceptualised/illuminating/open-minded.</li> <li>• Interesting and judicious use of examples and quotation.</li> <li>• Evaluates appropriateness/success.</li> <li>• Shows subtle awareness of the effect of context on meaning.</li> <li>• <i>Evaluates the effectiveness of the use of descriptive and emotional language.</i></li> <li>• <i>Explores distinctive features of the lively and dynamic personal narrative.</i></li> <li>• <i>Explores historical context of key archaic semantic and orthographical features such as “mighty proud” and “me/mee”.</i></li> <li>• <i>Comments on sentence structures, moods and clause types.</i></li> <li>• <i>Examines structure and tenor of the diary.</i></li> <li>• <i>Explores semantic implications of key words.</i></li> </ul>

<p><b>7-8</b></p>	<ul style="list-style-type: none"> <li>• Selects and identifies a range of illuminating frameworks, showing understanding of their value.</li> <li>• Illuminating application of linguistic frameworks.</li> <li>• Describes range of language features or patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>• Rare errors.</li> <li>• <i>Describes grammatical features such as verb types and tenses, adverb types and sentence types.</i></li> <li>• <i>Explores orthographical categories and patterns.</i></li> <li>• <i>Categorises semantic features such as the fields of farming “black sowe”, dress “velvet britches” and marriage “grate promises”.</i></li> </ul>	<p><b>7-8</b></p> <ul style="list-style-type: none"> <li>• Confident analysis of language features, their explanatory context and their communicative impact.</li> <li>• A subtle reading integrating various levels of description.</li> <li>• Exploration of text’s meaning, purpose and effects.</li> <li>• Close reading and well integrated quotation.</li> <li>• Evaluative comments are well supported.</li> <li>• <i>Considers how language is used to convey topics, descriptions, and actions, eg the vitality of Anne’s style, eg “after much puffing and grunting”.</i></li> <li>• <i>Shows clear understanding of the diary mode.</i></li> <li>• <i>Shows clear understanding of text from different times.</i></li> <li>• <i>Demonstrates some depth of semantic awareness.</i></li> <li>• <i>Comments on Anne’s humour “be like a great baby”.</i></li> </ul>
<p><b>5-6</b></p>	<ul style="list-style-type: none"> <li>• Selects and identifies some frameworks.</li> <li>• Consistent application of linguistic frameworks.</li> <li>• Describes significant language features or patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>• Largely accurate.</li> <li>• <i>Describes some word classes.</i></li> <li>• <i>Describes some general sentence functions.</i></li> <li>• <i>Identifies some significant semantic features.</i></li> <li>• <i>Discusses some orthographical variants.</i></li> <li>• <i>Describes some semantic archaisms such as “cumlie”.</i></li> </ul>	<p><b>5-6</b></p> <ul style="list-style-type: none"> <li>• Analyses meanings of a range of language features.</li> <li>• Clear and detailed understanding of context’s influence.</li> <li>• Engagement with text’s communicative intent.</li> <li>• Fully supported.</li> <li>• Some evaluative comment tied to textual detail.</li> <li>• <i>Shows awareness of text from different time.</i></li> <li>• <i>Describes the effect of particular word classes.</i></li> <li>• <i>Considers domestic and agricultural setting of the events.</i></li> <li>• <i>Looks at the progressive structure of the personal narrative.</i></li> </ul>

<p><b>4</b></p>	<ul style="list-style-type: none"> <li>• Selects and identifies a framework.</li> <li>• Applies a linguistic framework.</li> <li>• Describes relevant language features.</li> <li>• Uncertainty of description – some errors occur.</li> <li>• <i>Mentions basic semantic features such as words related to weddings.</i></li> <li>• <i>Mentions first person pronouns.</i></li> <li>• <i>Notes some individual orthographical features.</i></li> </ul>	<p><b>4</b></p>	<ul style="list-style-type: none"> <li>• Distinguishes some features of language variation.</li> <li>• Begins to analyse what text communicates.</li> <li>• Illustrated points.</li> <li>• Broadly evaluative.</li> <li>• <i>Begins to comment on text from different time.</i></li> <li>• <i>Shows basic awareness of the diary mode and personal narrative.</i></li> </ul>
<p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Selects some relevant language features.</li> <li>• Attempts to apply frameworks for the description.</li> <li>• Occasional accuracy of description.</li> <li>• <i>Focuses partially on language – dwells on content.</i></li> <li>• <i>Identifies unhelpful language features and labels with no sense of significance.</i></li> </ul>	<p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Identifies some features of language variation.</li> <li>• Broad analysis of how context has influenced language use.</li> <li>• Some use of content: specific references/examples/quotation.</li> <li>• <i>Gives very broad comments about description of actions and level of formality.</i></li> </ul>
<p><b>2</b></p>	<ul style="list-style-type: none"> <li>• Attempts to use framework but minimal accuracy achieved.</li> <li>• <i>Chooses some relevant quotations but with no use of linguistic register and no sense of significance.</i></li> </ul>	<p><b>2</b></p>	<ul style="list-style-type: none"> <li>• Simple/generalised/descriptive accounts of the content of text and data. Paraphrase. Excessive quotation.</li> <li>• Superficial reactions to text.</li> <li>• <i>Gives unanalysed quotations.</i></li> <li>• <i>Summarises content in terms of paraphrase.</i></li> </ul>
<p><b>1</b></p>	<ul style="list-style-type: none"> <li>• Minimal engagement with language of the data extract.</li> <li>• <i>Makes minimal reference to language.</i></li> </ul>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>• Limited understanding. Major misunderstanding of mode/purpose/context/content/meaning.</li> <li>• <i>Makes no reference to language of the extract.</i></li> </ul>
<p><b>0</b></p>	<ul style="list-style-type: none"> <li>• No engagement with data extracts.</li> </ul>	<p><b>0</b></p>	<ul style="list-style-type: none"> <li>• Text or data has no influence on the work.</li> </ul>

<b>Q2</b>	<p><b>Key Words:</b> There is often <b>fierce debate</b> between people who <b>like non-standard varieties of English</b> and those who <b>don't</b>. Explore <b>why people hold these different attitudes</b>. In your answer, you should refer to <b>specific examples of non-standard language use</b>.</p> <p><b>Assessment Focuses:</b> Quality of expression – exploration of issues/concepts relating to social/geographical factors affecting language variation and identity.</p>	
<b>Mark</b>	<b>AO4: Understand, discuss and explore concepts and issues relating to language in use.</b>	<b>Mark</b> <b>AO1: Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.</b>
<b>17-20</b>	<ul style="list-style-type: none"> <li>• Conceptualised overview of theories and research.</li> <li>• Analyses and evaluates alternative views.</li> <li>• Identifies and challenges standpoints.</li> <li>• Exploratory/original/evaluative approach.</li> <li>• <i>Places discussion within analysis of the dynamics of regional, cultural and linguistic variation.</i></li> <li>• <i>Uses lexical, semantic, grammatical and phonological frameworks productively.</i></li> <li>• <i>Explores various attitudes towards the use of non-standard language features.</i></li> <li>• <i>Engages enthusiastically with relevant research and linguistic debates, eg descriptivist/prescriptivist.</i></li> <li>• <i>Challenges common assumptions by examining particular variations and contexts.</i></li> </ul>	<p><b>9-10</b></p> <ul style="list-style-type: none"> <li>• Controlled use of technical aspects.</li> <li>• Precise and deft expression. Subtlety of effect.</li> <li>• Cogent, coherent and cohesive.</li> <li>• Linguistic flair.</li> </ul>
<b>13-16</b>	<ul style="list-style-type: none"> <li>• Good knowledge about linguistic concepts, theories and research.</li> <li>• Identifies different views and interpretations.</li> <li>• Comments on others' ideas.</li> <li>• <i>Discusses particular aspects of relevant research.</i></li> <li>• <i>Considers variables such as gender, age, class and explores how they might affect people's attitudes to non-standard features.</i></li> <li>• <i>Examines linguistic variations of accent and dialect in a variety of contexts.</i></li> <li>• <i>Describes some appropriate semantic, grammatical and phonological features.</i></li> </ul>	<p><b>7-8</b></p> <ul style="list-style-type: none"> <li>• Rare errors.</li> <li>• Clear stylistic shaping.</li> <li>• Reader guided through structure.</li> <li>• Effective linguistic register.</li> </ul>

<p><b>11-12</b></p> <p><b>9-10</b></p>	<ul style="list-style-type: none"> <li>• Depth or range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Begins to integrate relevant reasons, research and debates into discussion.</i></li> <li>• <i>Explains why people have different attitudes to non-standard varieties.</i></li> <li>• <i>Begins to discuss particular non-standard linguistic features in context.</i></li> <li>• Detailed knowledge of linguistic ideas, concepts and research.</li> <li>• Outlines views on linguistic issues.</li> <li>• <i>Discusses some reasons why people might develop particular attitudes to non-standard varieties.</i></li> <li>• <i>Shows awareness of regional, social and occupational non-standard varieties.</i></li> <li>• <i>Describes some non-standard varieties using some linguistic terminology.</i></li> </ul>	<p><b>6</b></p> <p><b>5</b></p>	<ul style="list-style-type: none"> <li>• Firm control of accuracy.</li> <li>• Controlled expression of ideas.</li> <li>• Line of argument.</li> <li>• Controlled linguistic register.</li> <li>• Infrequent technical errors.</li> <li>• Clear communication of ideas.</li> <li>• Simple list structure; introduction and conclusion present.</li> <li>• Definite if inconsistent linguistic register.</li> </ul>
<p><b>7-8</b></p> <p><b>5-6</b></p>	<ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research.</li> <li>• Makes sustained explanations.</li> <li>• <i>Refers to some examples of linguistic variation and begins to identify some attitudes to them.</i></li> <li>• <i>Describes non-standard varieties using linguistic terminology infrequently and inconsistently.</i></li> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• <i>Makes limited reference to examples of non-standard variations.</i></li> <li>• <i>Identifies a limited number of non-standard features with limited comment on attitudes to them.</i></li> </ul>	<p><b>4</b></p> <p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Occasional technical errors.</li> <li>• Expression suitable for ideas.</li> <li>• Structure/organisation emerges.</li> <li>• Some control of linguistic register.</li> <li>• Frequent errors.</li> <li>• Conveys basic ideas.</li> <li>• Scatter gun structure.</li> <li>• Occasional use of linguistic terms.</li> </ul>
<p><b>3-4</b></p> <p><b>1-2</b></p> <p><b>0</b></p>	<ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• <i>Accepts regional stereotypes.</i></li> <li>• <i>Shows limited awareness of links between language variation and attitudes.</i></li> <li>• Little focus on linguistic issues.</li> <li>• <i>Offers a “lay” answer with no linguistic awareness.</i></li> <li>• No understanding of anything concerned with the study of language.</li> </ul>	<p><b>2</b></p> <p><b>1</b></p> <p><b>0</b></p>	<ul style="list-style-type: none"> <li>• Intrusive basic errors.</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> <li>• Major flaws in language.</li> <li>• Communication impeded.</li> <li>• Total irrelevance/incomprehensible.</li> </ul>



<b>Q3</b>	<b>Key Words: Using specific examples, explore</b> how the <b>English Language has changed</b> over the <b>last 50 years</b> as a <b>result of changes in society</b> . <b>Assessment Focuses:</b> Quality of expression – exploration of issues/concepts relating to contemporary language change and views of causes of change.		
<b>Mark</b>	<b>AO4: Understand, discuss and explore concepts and issues relating to language in use.</b>	<b>Mark</b>	<b>AO1: Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate coherent written expression.</b>
<b>17-20</b>	<ul style="list-style-type: none"> <li>• Conceptualised overview of theories and research.</li> <li>• Analyses and evaluates alternative views.</li> <li>• Identifies and challenges standpoints.</li> <li>• Exploratory/original/evaluative approach.</li> <li>• <i>Explores a range of relevant social reasons for language change such as popular music, digital communication and political correctness.</i></li> <li>• <i>Examines processes of language change with care and precision.</i></li> <li>• <i>Explores links between reasons for and processes of language change.</i></li> <li>• <i>Evolves overview of different processes of change such as abbreviation borrowing, affixing, compounding, blending.</i></li> <li>• <i>Understands the overarching processes of language change.</i></li> <li>• <i>Explores processes of semantic change, eg euphemism, amelioration, pejoration, broadening.</i></li> <li>• <i>Engages with linguistic descriptivist/prescriptivist debates about language change.</i></li> </ul>	<b>9-10</b>	<ul style="list-style-type: none"> <li>• Controlled use of technical aspects.</li> <li>• Precise and deft expression. Subtlety of effect.</li> <li>• Cogent, coherent and cohesive.</li> <li>• Linguistic flair.</li> </ul>
<b>13-16</b>	<ul style="list-style-type: none"> <li>• Good knowledge about linguistic concepts, theories and research.</li> <li>• Identifies different views and interpretations.</li> <li>• Comments on others' ideas.</li> <li>• <i>Develops argument from analysis of specific examples.</i></li> <li>• <i>Examines various contemporary examples and processes of language change in some depth.</i></li> <li>• <i>Examines social reasons for language change.</i></li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li>• Rare errors.</li> <li>• Clear stylistic shaping.</li> <li>• Reader guided through structure.</li> <li>• Effective linguistic register.</li> </ul>

<b>11-12</b>	<ul style="list-style-type: none"> <li>• Depth or range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Describes a variety of examples and processes of language change.</i></li> <li>• <i>Shows understanding of social reasons for language change.</i></li> </ul>	<b>6</b>	<ul style="list-style-type: none"> <li>• Firm control of accuracy.</li> <li>• Controlled expression of ideas.</li> <li>• Line of argument.</li> <li>• Controlled linguistic register.</li> </ul>
<b>9-10</b>	<ul style="list-style-type: none"> <li>• Detailed knowledge of linguistic ideas, concepts and research.</li> <li>• Outlines views on linguistic issues.</li> <li>• <i>Describes some examples and processes of language change.</i></li> <li>• <i>Describes some social reasons for language change.</i></li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>• Infrequent technical errors.</li> <li>• Clear communication of ideas.</li> <li>• Simple list structure; introduction and conclusion present.</li> <li>• Definite if inconsistent register.</li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research.</li> <li>• Makes sustained explanations.</li> <li>• <i>Identifies a limited number of examples and processes of language change.</i></li> <li>• <i>Offers a limited account of social reasons for language change.</i></li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>• Occasional technical errors.</li> <li>• Expression suitable for ideas.</li> <li>• Structure/organisation emerges.</li> <li>• Some control of linguistic register.</li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• <i>Shows some basic awareness of processes of and reasons for language change.</i></li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>• Frequent errors.</li> <li>• Conveys basic ideas.</li> <li>• Scatter gun structure.</li> <li>• Occasional use of linguistic terms.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• <i>Offers historical account of changes with limited linguistic comment.</i></li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>• Intrusive basic errors.</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Gives a lay answer without linguistic awareness.</i></li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No understanding of anything concerned with the study of language.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>