



## **General Certificate of Education**

# **English Language 5701** *Specification A*

**EA2W      Using Language**

## **Mark Scheme**

*2008 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](http://www.aqa.org.uk)

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## 5701 English Language Marking Scheme How to Mark

### Aims

When you are marking your allocation of scripts your main aims should be:

1. to recognise and identify the achievements of candidates;
2. to put into a rank order the achievements of candidates (do not grade them – that is something that is done later using the rank order that your marking has produced);
3. to ensure comparability of assessment for all candidates, regardless of question or examiner.

### Approach

It is important to be *open minded* and *positive* when marking scripts.

The specification recognises the variety of experiences and knowledge that candidates will have. It encourages them to study language in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the quality of *what the candidate offers*.

Do not mark scripts as though they were mere shadows of some Platonic ideal (or the answer *you* would have written). The mark schemes have been composed to assess quality of response and not to identify expected items of knowledge.

### The Marking Grids

The specification has generic marking grids for each Assessment Objective which are customised for individual tasks. These have been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands.

Within each assessment objective there are four broad bands representing different levels of achievement.

Do not think of bands equalling grade boundaries. Depending on the part of the examination, the bands will have different mark ranges assigned to them. This will reflect the different weighting of assessment objectives in particular tasks and across the examination as a whole. You may be required to give different marks to bands for different assessment objectives.

### Using the Grid

You will need to give a mark for each Assessment Objective being tested in a particular question. These marks will then be totalled up for that question. To identify the mark for an Assessment Objective ask:

#### **What descriptors reflect the answer you are marking?**

On some occasions the descriptors in a band will only have one mark attached to them. On other occasions there will be a range of marks. In some bands there are upper and lower descriptors in such cases to help you.

Sometimes you will need to decide whether a script is displaying all the characteristics of a band firmly: if so, put it at the top of the band. As soon as a script has fulfilled one band and shows signs of the next, you should put it into that next band.

If a script displays some characteristics of a band barely, place it at the bottom of the band. If the script shows a range of some of the band's qualities, place it between the top and bottom of the band as seems fair.

**Annotating scripts**

It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

To this end you should:

- identify points of merit with ✓ or ✓✓;  
(ensure that you don't go into automatic ticking mode where you tick rhythmically every 10 lines - ticks should engage with the detail of a candidate's thinking and analysis);
- write notes in the margin commenting on the answer's relationship to the AOs/grid/key words/focus;
- identify linguistic errors with a ✕;
- identify errors of spelling or punctuation by underlining e.g. sentance;
- write a summative comment at the end for each Assessment Objective;
- indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence;
- add up the marks for each Assessment Objective;
- put a ringed total in the right hand margin at the end of each question.

E.g.    AO1    6  
          AO3i   6  
          AO5i   7

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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	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

$$\begin{array}{r}
 \text{E.g.} \quad \text{AO1} \quad 6 \\
 \quad \quad \text{AO3i} \quad 6 \\
 \quad \quad \quad \text{AO5i} \quad 7 \\
 \hline
 \quad \quad \quad \quad \quad 19
 \end{array}$$

#### 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

$$\begin{array}{r}
 \text{E.g.} \quad \text{AO2a} \quad 5 \times 2 \quad 10 \\
 \quad \quad \text{AO2b} \quad 6 \times 2 \quad 12 \\
 \quad \quad \text{AO2c} \quad 6 \times 2 \quad 12 \\
 \hline
 \quad \quad \quad \quad \quad 34
 \end{array}$$

#### Question 3 – Commentary

- award a mark out of 10 for A02, double it and put it in the right hand margin
- award a mark out of 10 for A01 in the right hand margin
- add together and put a ringed total out of 30 in the right hand margin

$$\begin{array}{r}
 \text{E.g.} \quad \text{A02} \quad 5 \times 2 \quad 10 \\
 \quad \quad \text{A01} \quad \quad \quad 5 \\
 \hline
 \quad \quad \quad \quad \quad 15
 \end{array}$$

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>Key Words:</b> Comment linguistically – significant features – explain – how language features contribute – text’s meanings – should consider – vocabulary - meanings – grammatical features – sentence functions, types and structures – effects – how presents British parents and children - how seeks to influence listeners.</p> <p><b>Assessment Focuses:</b> Quality of expression – selection/application of LFA – identifying significant language features – explaining and interpreting language use.</p>		
<b>Mark</b>	<b>AO3i: Know and use key features of frameworks for the systematic study of spoken and written English.</b>	<b>Mark</b>	<b>AO5i: Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.</b>
<b>8-10</b>	<ul style="list-style-type: none"> <li>Appropriate range of features explored.</li> <li>Clear and accurate description of distinctive language features and patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>Rare errors.</li> <li><i>Uses sentence and clause analysis.</i></li> <li><i>Identifies the function of different sentence types.</i></li> <li><i>Analyses verb forms: tense switching, use of simple present/past tense, passive voice, modal verbs.</i></li> <li><i>Analyses some of the following: abstract nouns, types of adverb, superlatives, comparatives.</i></li> <li><i>Gives perceptive overview of lexical features.</i></li> <li><i>Integrates analysis of different features.</i></li> </ul>	<b>8-10</b>	<ul style="list-style-type: none"> <li>Confident description and exploration of language features and their explanatory context.</li> <li>Close detailed points.</li> <li>A subtle interpretation, drawing on and integrating various levels of description.</li> <li>Well integrated use of examples and quotations.</li> <li>Engagement with text’s meaning, purpose and effects.</li> <li><i>Explores meanings of grammatical features, eg sentence structures, verb tenses/voice, modals, adverbials.</i></li> <li><i>Looks closely at a range of rhetorical features and their effects.</i></li> <li><i>Shows some overview of representation issues, eg how Cameron presents British parents and children, and himself.</i></li> <li><i>Explores nature of genre.</i></li> </ul>
<b>6-7</b>	<ul style="list-style-type: none"> <li>Evidence of some range or depth.</li> <li>Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>Largely accurate.</li> <li><i>Describes word classes, eg nouns, adjectives, verbs, adverbs, conjunctions.</i></li> <li><i>Describes sentence functions.</i></li> <li><i>Identifies types of vocabulary, such as emotive lexis, different semantic fields, and metaphors.</i></li> </ul>	<b>6-7</b>	<ul style="list-style-type: none"> <li>Describes a range of significant language features.</li> <li>Clear and detailed understanding of context’s influence.</li> <li>Interprets text’s communicative intent.</li> <li>Fully supported</li> <li><i>Writes closely on word classes and sentences and what they convey.</i></li> <li><i>Engages with David Cameron’s representation of parents and children.</i></li> <li><i>Shows some understanding of tone, ideas and issues.</i></li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Consistent use of linguistic frameworks.</li> <li>Describes significant language features or patterns using lexical semantic, grammatical, phonological frameworks.</li> <li>Basically accurate.</li> <li><i>Identifies pronouns, eg 1<sup>st</sup>/2nd/3rd person.</i></li> <li><i>Classifies some lexical features e.g. positive and negative lexis.</i></li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>Describes key features of language variation.</li> <li>Understands effects of context.</li> <li>Understanding of what text is trying to communicate.</li> <li>Illustrated points.</li> <li><i>Looks at how the text uses direct address/first-person viewpoint.</i></li> <li><i>Comments on persuasive language.</i></li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Uses a linguistic framework.</li> <li>Identifies and attempts to describe relevant language features.</li> <li>Uncertainty of description – some errors occur.</li> <li>Restricted range</li> <li><i>Broad identification of semantic fields, metaphors.</i></li> <li><i>Identifies denotations and connotations.</i></li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>Distinguishes some features of language variation.</li> <li>Awareness of what texts are trying to communicate.</li> <li>Illustrated points.</li> <li><i>Labels broad fields of meaning, eg emotive lexis, social problems.</i></li> <li><i>Comments on some word choices and connotations.</i></li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Attempts to use frameworks for description.</li> <li>Identifies relevant language features.</li> <li>Occasional accuracy of description.</li> <li><i>Focuses partially on language.</i></li> <li><i>Broad discussion of formality and complexity.</i></li> <li><i>Dwells on complexity/formality.</i></li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>Identifies some features of language variation.</li> <li>Some use of content: specific references/examples/quotation.</li> <li>Broad awareness that context has influenced language use.</li> <li><i>Makes broad comments about audience and formality.</i></li> <li><i>Shows general sense of purposes/focus on parents and children.</i></li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Attempts to use frameworks but minimal accuracy achieved.</li> <li>Quotes judiciously without linguistic description.</li> <li><i>Identifies unhelpful linguistic features and labels with no sense of significance.</i></li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>Simple/generalised/descriptive accounts of the content of the text.</li> <li>Paraphrase.</li> <li>Excessive quotation.</li> <li>Superficial reactions to texts.</li> <li><i>Gives well-selected but unanalysed quotations.</i></li> <li><i>Summarises or paraphrases the speech.</i></li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Minimal engagement with language of the data extracts.</li> <li>Rare quotations or reference to the language of the extracts.</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>Major misunderstanding of audience/purpose/context/content/meaning.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>No engagement with the data extracts.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Text has no influence on the work.</li> </ul>

<b>Mark</b>	<b>AO1: Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and coherent written expression.</b>
<b>8-10</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>6-7</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>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, linguistic register.</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 emerge.</li> <li>• Some control of linguistic register.</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>2</b>	<ul style="list-style-type: none"> <li>• Intrusive basic errors (sentence punctuation, there/their etc).</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• No use of/complete misunderstanding of linguistic terms.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded but some points are conveyed.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Total irrelevance.</li> <li>• Incomprehensible.</li> </ul>



<b>Q2</b>	<b>Key words:</b> Speech – debate –local secondary school – subject of school uniforms – your view – choose – in favour of or against compulsory wearing of school uniforms – should draw on <b>Texts B, C and D</b> – write script of speech – 400-500 words. <b>Assessment Focuses:</b> Selection and adaptation of source idea – form and shaping – stylistic choices – writing for audience and purpose – following genre.		
<b>Mark</b>	<b>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.</b>		
	<b>A Content</b>	<b>B Form</b>	<b>C Style</b>
<b>8-10</b>	<ul style="list-style-type: none"> <li>Interesting/engaging content for audience/purpose.</li> <li><i>Comprehensive and detailed overview of issues involved in school uniform debate.</i></li> <li><i>Omission of information not relevant to new audience.</i></li> <li><i>Sources thoroughly and skilfully transformed.</i></li> <li><i>Ability to select for a coherent presentation.</i></li> </ul>	<ul style="list-style-type: none"> <li>Skilful/knowledgeable use of forms.</li> <li>Reader guided.</li> <li>Some ability to innovate/take risks.</li> <li>Well constructed.</li> <li><i>Interesting and lively script that communicates issues effectively.</i></li> <li><i>Highly competent use of conventions.</i></li> <li><i>Highly cohesive.</i></li> </ul>	<ul style="list-style-type: none"> <li>Close attention to the communication of meaning.</li> <li>Judicious choices.</li> <li>Sophisticated/effective style used.</li> <li>A text that works.</li> <li>Complexity and difficulty handled well.</li> <li>Rare errors.</li> <li><i>Control of syntactic patterns to direct and focus the listeners' attention.</i></li> <li><i>Impressive use of rhetoric and creation of a distinctive voice.</i></li> <li><i>Confident sense of audience, purpose, genre.</i></li> </ul>
<b>6-7</b>	<ul style="list-style-type: none"> <li>Content well selected for specific audience and purpose.</li> <li><i>Sources assimilated and transformed.</i></li> <li><i>Salient content identified.</i></li> </ul>	<ul style="list-style-type: none"> <li>Convincing control of form, paying attention to genre and needs of audience.</li> <li><i>Clear use of signposting, contextualisation and structure.</i></li> <li><i>Varied effects.</i></li> <li><i>Well organised.</i></li> </ul>	<ul style="list-style-type: none"> <li>Style sustained.</li> <li>Shaping at all levels.</li> <li>Straightforward styles used.</li> <li>Accuracy firmly controlled.</li> <li>Appropriate sentence styles.</li> <li><i>Vocabulary is carefully chosen to suit audience and context.</i></li> <li><i>Convincing voice and address to audience.</i></li> <li><i>Controlled, fluent style.</i></li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Developed content that fulfils the task.</li> <li><i>A recognisably new text is created.</i></li> </ul>	<ul style="list-style-type: none"> <li>Competent handling of a form, showing knowledge of requirements and conventions.</li> <li><i>Appropriate paragraphing.</i></li> <li><i>Clearly recognisable as a persuasive script for a debate.</i></li> </ul>	<ul style="list-style-type: none"> <li>Controlled and clear style employed.</li> <li>Some slips.</li> <li>Infrequent technical errors.</li> <li><i>Some useful stylistic variation to create a sense of voice.</i></li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Developed and appropriate content with some gaps.</li> <li><i>Some transformation of sources occurs.</i></li> </ul>	<ul style="list-style-type: none"> <li>Clear structural elements.</li> <li>Basic handling of form.</li> <li>Simple forms.</li> <li><i>Some awareness of shaping structure.</i></li> </ul>	<ul style="list-style-type: none"> <li>Style shaped for audience/purpose.</li> <li>Occasional errors.</li> <li><i>Some sense of speaker's voice conveyed.</i></li> <li><i>Some attention to audience; voice not always consistent.</i></li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Sustained content – broadly appropriate for audience/purpose.</li> <li>Some unnecessary content.</li> <li><i>Dependent on language of source texts.</i></li> <li><i>Limited range in terms of content or function.</i></li> <li><i>Some identification of relevant points.</i></li> </ul>	<ul style="list-style-type: none"> <li>Some awareness of textual structures/conventions.</li> <li><i>Some direction to the text.</i></li> </ul>	<ul style="list-style-type: none"> <li>Style modified for audience and purpose.</li> <li>Inconsistent.</li> <li>Frequent errors.</li> <li><i>Some stylistic shifting.</i></li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Undeveloped content.</li> <li>Unlikely to engage/satisfy audience.</li> <li><i>Unassimilated sources.</i></li> </ul>	<ul style="list-style-type: none"> <li>Simple organisational features.</li> <li>Limited realisation of conventions.</li> <li><i>Overlong sentences.</i></li> <li><i>Lacks direction.</i></li> <li><i>Not like a persuasive text.</i></li> </ul>	<ul style="list-style-type: none"> <li>Simple style broadly shaped for audience and purpose.</li> <li>Intrusive basic errors.</li> <li>Untransformed sources.</li> <li><i>Very limited communication.</i></li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Simple outline.</li> <li>Rough notes.</li> <li><i>Fragmented.</i></li> </ul>	<ul style="list-style-type: none"> <li>Rudimentary form.</li> <li><i>Reliant on the form of the sources.</i></li> </ul>	<ul style="list-style-type: none"> <li>Major flaws in language.</li> <li><i>Communication impeded.</i></li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Insubstantial.</li> </ul>	<ul style="list-style-type: none"> <li>No sense of form or shaping of material.</li> </ul>	<ul style="list-style-type: none"> <li><i>Fails to communicate.</i></li> </ul>

<b>Q3</b>	<p><b>Key Words:</b> Linguistic devices – script – suitable – audience and purposes – examples – illustrate points – provide reasons – linguistic choices.  <b>Assessment Focuses:</b> Quality of expression – selection/application of LFA – exploring audience/purpose – explaining and commenting on language use.</p>		
<b>Mark</b>	<b>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.</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>8-10</b>	<ul style="list-style-type: none"> <li>• Clear overview of how to create appropriate effects for audience and purpose, showing a good understanding of how language works at different levels.</li> <li>• <i>Analyses communicative strategies employed for audience and purposes.</i></li> </ul>	<b>8-10</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>6-7</b>	<ul style="list-style-type: none"> <li>• Distinguishes a range of significant features.</li> <li>• Clear and detailed comment on texts' communicative intent.</li> <li>• Fully supported, showing linguistic insight.</li> <li>• <i>Looks at sentence functions and types.</i></li> <li>• <i>Detailed word classes.</i></li> <li>• <i>Explores issues of voice/viewpoint.</i></li> </ul>	<b>6-7</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>5</b>	<ul style="list-style-type: none"> <li>• Distinguishes key features of style and effects created.</li> <li>• Illustrated points using linguistic knowledge.</li> <li>• <i>Deals in detail with viewpoint.</i></li> <li>• <i>Deals with significant word classes.</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, linguistic register.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Some identification of language features used.</li> <li>• Some use of linguistic frameworks or concepts.</li> <li>• <i>Identifies pronouns.</i></li> <li>• <i>Some discussion of viewpoint.</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 emerge.</li> <li>• Some control of linguistic register.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Awareness of effect of audience and purpose and own intentions shown.</li> <li>• <i>Identifies examples of genre: mainly vocabulary/formality.</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>2</b>	<ul style="list-style-type: none"> <li>• Descriptive account of text written: explains content.</li> <li>• Unanalysed quotations for examples.</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>• Intrusive basic errors (sentence punctuation, there/their etc).</li> <li>• Simple expression – conveys basic points.</li> <li>• Short incomplete work.</li> <li>• No use of/complete misunderstanding of linguistic terms.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Minimal commentary on the text.</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded but some points are conveyed.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No reference to candidate's own text.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>