



## **General Certificate of Education**

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

**ENA1      Discovering 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 (not to 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. 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, eg 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;
- ring the marks for each Assessment Objective.

Eg

AO3i (12)

AO5i (12)

AO4 (13)

AO1 (5)

**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	3i	4	5i	AO1
Language Analysis	20		20	10
Language Issues		20		

**Section A – Language Analysis**

- award a ringed mark out of 20 for AO3i in the right hand margin
- award a ringed 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.

<b>1</b>	<p><b>Keywords:</b> Comment linguistically - significant features - Explain how - contribute – text’s meanings – represent – nuclear weapons – government - how language – conveys opinions - shapes reader’s response.  <b>Assessment Focuses:</b> Quality of expression –application of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features.</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>16-20</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 frameworks.</li> <li>• Rare errors.</li> <li>• <i>Describes verbs: present tense, perfect, perfective, progressive, present participle, modals.</i></li> <li>• <i>Describes: proper/abstract/concrete nouns.</i></li> <li>• <i>Describes types of adjective and adverb.</i></li> <li>• <i>Gives overview of lexical variation: political analysis, left-wing, abstraction/conceptualising, journalese, provocativeness.</i></li> <li>• <i>Integrates analysis of different features.</i></li> </ul>	<b>16-20</b>	<ul style="list-style-type: none"> <li>• Confident description and exploration of language features and their explanatory context. Close detailed points.</li> <li>• A subtle interpretation drawing on and integrating various levels of description. Engagement with text’s meaning, purpose and effects.</li> <li>• Well integrated use of examples and quotation.</li> <li>• <i>Explores meanings of verb tenses/forms, modals, adverbs.</i></li> <li>• <i>Explores argument and persuasive strategies.</i></li> <li>• <i>Articulates sense of structure and conclusions.</i></li> <li>• <i>Explores criticism of the government, Labour Party, Britain and US.</i></li> <li>• <i>Characterises editorial’s views and beliefs.</i></li> </ul>
<b>11-15</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 lex-sem, gramm, phon frameworks.</li> <li>• Largely accurate.</li> <li>• <i>Describes word classes: nouns, adjectives, verbs, adverbs, conjunctions.</i></li> </ul>	<b>11-15</b>	<ul style="list-style-type: none"> <li>• Describes a range of significant language features.</li> <li>• Understands context’s influence clearly and in detail and interprets text’s communicative intent.</li> <li>• Fully supported.</li> <li>• <i>Writes closely on word classes and their meanings.</i></li> <li>• <i>Analyses representation of nuclear weapons and government.</i></li> <li>• <i>Analyses some particular views and attitudes.</i></li> </ul>
<b>9-10</b>	<ul style="list-style-type: none"> <li>• Consistent use of linguistic frameworks.</li> <li>• Describes significant language features or patterns using lex-sem, gramm, phon frameworks.</li> <li>• Basically accurate.</li> <li>• <i>Describes pronoun person, number, function: 1&gt;9; 2&gt;10.</i></li> </ul>	<b>9-10</b>	<ul style="list-style-type: none"> <li>• Describes key features of language variation.</li> <li>• Understanding of effect of context and what texts are trying to communicate.</li> <li>• Illustrated points.</li> <li>• <i>Explains some positioning of audience.</i></li> <li>• <i>Identifies the critical attitudes broadly.</i></li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>• Uses a linguistic framework. Identifies and attempts to describe relevant language features.</li> <li>• Uncertainty of description – some errors occur.</li> <li>• <i>Identifies pronouns broadly.</i></li> <li>• <i>Identifies declaratives/statements; interrogatives/questions.</i></li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li>• Distinguishes some features of language variation.</li> <li>• Awareness of effect of context and what texts are trying to communicate.</li> <li>• Illustrated points.</li> <li>• <i>Notes mainly impersonal approach.</i></li> <li>• <i>Conveys topics broadly: nuclear weapons, terrorism, politics.</i></li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>• Attempts to use frameworks for description.</li> <li>• Identifies some relevant language features - occasional accuracy of description.</li> <li>• <i>Identifies semantic field(s).</i></li> <li>• <i>Refers to denotations and connotations.</i></li> </ul>	<b>5-6</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>Identifies argument/persuasion functions broadly.</i></li> <li>• <i>Identifies audience broadly: interested in nuclear weapons.</i></li> </ul>
<b>3-4</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>Describes graphology.</i></li> <li>• <i>Identifies complexity/formality/paragraphing.</i></li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation.</li> <li>• Superficial reactions to texts.</li> <li>• <i>Gives well selected but unanalysed quotations.</i></li> <li>• <i>Gives broad comments about formality and accessibility.</i></li> </ul>
<b>1-2</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 extract.</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Major misunderstanding of audience/purpose/context/content /meaning.</li> <li>• <i>Rarely comments on details of the text.</i></li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No engagement with data extract.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• Text has no influence on the work.</li> </ul>

<b>2</b>	<p><b>Key Words: How far do you agree with the view that it does not matter what words are used to label social groups?</b></p> <p><b>Assessment Focuses:</b> Quality of expression – understand and discuss how words represent groups and associated linguistic concepts - explore the issue of the significance of linguistic representations.</p>
<b>Mark</b>	<b>AO4: Understand, discuss and explore concepts and issues relating to language in use.</b>
<b>16-20</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>Conceptualises the issues raised by words' representations.</i></li> <li>• <i>Explores positive representations in vocabulary choices.</i></li> <li>• <i>Interprets significance from different points of view, eg relativist, determinist, reflectionist, universalist.</i></li> <li>• <i>Discusses significance with understanding of social and cultural contexts, eg attitudes to PC language, debates about recuperation, words vs actions.</i></li> <li>• <i>Argues a case about the relevance of language.</i></li> </ul>
<b>11-15</b>	<ul style="list-style-type: none"> <li>• Depth/range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Makes detailed linguistic analysis of a range of words.</i></li> <li>• <i>Understands and knows a range of concepts, eg generics, lexical gaps, over-representation, asymmetry, reclamation, amelioration, pejoration.</i></li> <li>• <i>Explores significance by analysing words' representations and meanings.</i></li> <li>• <i>Explains reflectionism or determinism without commenting on their implications for significance.</i></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>Discusses some words linguistically, eg metaphors, suffixes.</i></li> <li>• <i>Offers some explanation about the significance or otherwise of vocabulary items.</i></li> <li>• <i>Outlines some researchers or theories briefly.</i></li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research. Makes sustained explanations.</li> <li>• <i>Makes limited explicit linguistic comment on some words, eg denotations, connotations, origin.</i></li> <li>• <i>Name-drops or gives undeveloped/partially understood references to etymology, changes, PC, determinism or reflectionism.</i></li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• Awareness of linguistic approaches.</li> <li>• <i>Writes about the meanings and implications of some words.</i></li> <li>• <i>Gives a limited range of examples.</i></li> <li>• <i>Expresses a general awareness of the attitudes expressed by vocabulary.</i></li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• Uncertain about how to carry out linguistic study.</li> <li>• <i>Rejects significance of words without argument.</i></li> <li>• <i>Identifies words but does not comment on them linguistically.</i></li> <li>• <i>Makes broad or lay assertions, eg words are offensive.</i></li> <li>• <i>Does not focus on vocabulary and attitudes, eg writes about attitudes to accents or accents and class. (3)</i></li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Makes generalised discussions of sexism/racism or other issues without focussing on language.</i></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>3</b>	<p><b>Key Words:</b> How far do you agree with the view that all children acquire language in the same way?</p> <p><b>Assessment Focuses:</b> Quality of expression – understand and discuss examples of the language used by children/theories about acquisition - explore the nature of the acquisition process.</p>
<b>Mark</b>	<b>AO4: Understand, discuss and explore concepts and issues relating to language in use.</b>
<b>16-20</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>• Looks at common developmental features of syntax, negation, semantic relations.</li> <li>• Explores systematic phonological variations.</li> <li>• Articulates explicit understanding of active and deductive rule-governed process, Universal Grammar.</li> <li>• Discusses the significance of variable input and interaction.</li> <li>• Discusses individual variations in vocabulary learning, speech styles and semantic understanding.</li> <li>• Discusses implications of imitation theories as evidence for individual learning.</li> <li>• Discusses individual, social and cultural contexts.</li> <li>• Evaluates resistance to correction eg sees as evidence against individual learning.</li> </ul>
<b>11-15</b>	<ul style="list-style-type: none"> <li>• Depth/Range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• Examines a range of features in detail, eg morphological examples, typical pronunciation features.</li> <li>• Explains some rules and principles applied by children, eg plurality, tense.</li> <li>• Makes some comment on research and theories regarding non-individual theories, eg LAD, cognition.</li> <li>• Comments on the idea of a critical learning period.</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>• Makes comments about nature of one-word, two-word and telegraphic stages as sign of common development. (10)</li> <li>• Explains theories and research without linking to issue of individual progress.</li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research. Makes sustained explanations.</li> <li>• Gives an account of pre-verbal stages as universal before becoming language specific. (8)</li> <li>• Identifies and describes some features of children's language in detail.</li> <li>• Makes undeveloped references to theories – name-dropping/partial understanding.</li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• Awareness of linguistic approaches.</li> <li>• Identifies a limited range of features of children's language with occasional linguistic comment.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• Uncertain about how to carry out linguistic study.</li> <li>• Identifies some features of children's language without linguistic comment.</li> <li>• Gives generalised/lay discussions of children's language/makes broad assertions.</li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• Gives generalised discussions of children's development without language focus.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No understanding of anything concerned with the study of language.</li> </ul>

## Q1 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"> <li>• Rare errors.</li> <li>• Clear stylistic shaping.</li> <li>• Reader guided through structure.</li> <li>• Effective linguistic register.</li> </ul>
6-7	<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>
5	<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>
4	<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>
3	<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>
2	<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>• Misunderstanding of linguistic terms.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded - but some points are conveyed.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>