AQA

General Certificate of Education (A-level)
January 2012

English Language A   **ENGA3**

(Specification 2700)

Unit 3: Language Explorations

Mark Scheme

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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.

English Language Mark 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 students
2   to put into a rank order the achievements of students (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 students, 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 students 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 student 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 five 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 Grids
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✓✓ if they are from the top 2 bands (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 student'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 <u>sentance</u>
- 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.

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 students and the marks available for them.

Assessment Objective	1	2	3	4	Total
Questions 01/02 Language Variation and Change	10	20	15		45
Question 03 Language Discourses	10	20	15		45

Section A – Language Variation and Change

Question 01/02

- Award a mark out of 10 for AO1, place in the right hand margin and ring.

- Award a mark out of 20 for AO2, place in the right hand margin and ring.

- Award a mark out of 15 for AO3, place in the right hand margin and ring.

> Eg
>
> AO1 Summative Comment   (5)
>
> AO2 Summative Comment   (13)
>
> AO3 Summative Comment   (9)

Section B – Language Discourses

Question 03

- Award a mark out of 10 for AO1, place in the right hand margin and ring.

- Award a mark out of 20 for AO2, place in the right hand margin and ring.

- Award a mark out of 15 for AO3, place in the right hand margin and ring.

> Eg
>
> AO1 Summative Comment   (8)
>
> AO2 Summative Comment   (18)
>
> AO3 Summative Comment   (12)

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.

Question 01
Assessment focus:
- **Analyse** how **Text A** and **Text B** use language to **represent each book** and **shape** a **reader's responses**.
- Using your **knowledge of different views of language change**, **analyse and evaluate** how the **different periods** and **contexts** might have **affected the language** of the texts.

Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language
9–10	Applies accurately a sophisticated and searching range of frameworks in depth to enhance and illuminate understanding. Guides reader structurally and stylistically. Makes very few technical errors. *Students are likely to:* • *describe sentence and clause types and elements.*	13–15	Demonstrates analytical grasp of how language works across different levels. Places analysis in wider contexts. Shows perceptive/conceptualised/illuminating/ open-minded approach. Uses interesting and judicious examples and quotation. Evaluates appropriateness/success. *Students are likely to:* • *conceptualise tones and approaches* • *evaluate effect of sentence patterns and structures* • *conceptualise social values expressed.*
7–8	Applies a relevant range of linguistic frameworks, showing some depth and detail, and with rare errors. Develops a line of argument in a controlled linguistic register. Shows firm control of technical accuracy. *Students are likely to:* • *describe phrase types, simple sentences* • *describe verbs forms and modality/negation* • *describe types of word classes.*	10–12	Analyses language features, their explanatory context and their communicative impact confidently. Makes a subtle interpretation integrating various levels of description. Explores texts' meaning, purpose and effects. Makes evaluative comments which are well supported. *Students are likely to:* • *analyse persuasive techniques* • *analyse representations of gender roles* • *analyse representations of lifestyles.*
5–6	Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. *Students are likely to:* • *describe verb moods/sentence functions* • *describe word classes* • *describe personal pronoun number* • *describe word formation processes.*	7–9	Analyses meanings of a range of language features. Analyses context's influence in detail. Engages with texts' communicative intent. Quotes aptly. Makes some evaluative comment tied to textual detail. *Students are likely to:* • *examine the content of the books* • *explore address: them vs us, commands in A* • *explore impersonal address in B.*
4	Applies a linguistic framework with some errors. Clarifies some linguistic aims. Describes methodology. Expresses ideas with organisation emerging. Makes occasional technical errors. *Students are likely to:* • *describe basic lexical and semantic features: fields, neologism, archaism, pronouns.*	5–6	Understands effect of context. Illustrates some effects of producer/audience/mode/ purpose/field. Begins to interpret what text communicates. Illustrates using quotations. *Students are likely to:* • *identify informative and persuasive purposes* • *identify fields: food, medicine, domestic activity.*
3	Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. *Students are likely to:* • *identify formality, fonts, capitals, punctuation.*	3–4	Identifies some features of language variation. Has broad awareness that context has influenced language use. *Students are likely to:* • *identify web address, dateline, formality, layout.*
2	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.	2	Gives simple/generalised/descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations.
1	Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication.	1	Misunderstands mode/purpose/context/content/meaning significantly.
		0	Does not analyse texts.
0	Does not communicate.		

Question 01	
Assessment focus:	

- **Analyse** how **Text A** and **Text B** use language to **represent each book** and **shape** a **reader's responses**.
- Using your **knowledge of different views of language change**, **analyse and evaluate** how the **different periods** and **contexts** might have **affected the language** of the texts.

Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language
17–20	Demonstrates a conceptualised overview of theories and research. Analyses and evaluates alternative views. Identifies and challenges standpoints. Employs an exploratory/original/evaluative approach. *Students are likely to:* • *explore ideas of change with conceptualised understanding of social and cultural contexts, eg generic conventions, address, post-feminism* • *evaluate views of language change (eg applying damp spoon, crumbling castle and infectious disease metaphors and evolution, functional theory etc) using specific examples.*
13–16	Shows depth or range of knowledge about linguistic concepts, theories and research. Identifies different views and interpretations. Comments on others' ideas. *Students are likely to:* • *explain prescriptivist and descriptivist views of examples from the data* • *explore effects of women's roles and lifestyles as causes of variation and change* • *examine effect of printing and publication technologies, exploring conventions of capitalisation and long/short s* • *examine causes of specific lexical, semantic and grammatical changes.*
11–12	Shows detailed knowledge of linguistic ideas, concepts and research. Develops views on linguistic issues. *Students are likely to:* • *develop a supported view about change as natural* • *analyse range of word formation processes in period words.*
9–10	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. *Students are likely to:* • *comment on changes in spelling/punctuation* • *identify prescriptivist/descriptivist views.*
7–8	Reveals familiarity with linguistic ideas, concepts and research. Makes sustained explanations. *Students are likely to:* • *describe layout features* • *explain cause of layout differences broadly, by reference to improved technology.*
5–6	Shows awareness of linguistic ideas, concepts and research. *Students are likely to:* • *give examples of distinctive language features* • *comment on different centuries.*
3–4	Is anecdotal/descriptive with implicit relevance. *Students are likely to:* • *make a generalised discussion of language change without linguistic comment/examples* • *discuss the history of the English language and its development without reference to task/texts.*
1–2	Has little focus on linguistic issues. *Students are likely to:* • *give a general discussion of social and historical change.*
0	Shows no understanding of anything concerned with the study of language.

Question 02
Assessment focus:
- **Analyse how the writer** of **Text C uses language** to **represent** the **narrator and her family.**
- Referring to **Text C**, **Text D** and your own studies, **evaluate** how far **people's ethnicity affects** their **use of English.**

Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language
9–10	Applies accurately a sophisticated and searching range of frameworks in depth to enhance and illuminate understanding. Guides reader structurally and stylistically. Makes very few technical errors. *Students are likely to:* *describe sentence and clause types and elements, word order.*	13–15	Demonstrates analytical grasp of how language works across different levels. Places analysis in wider contexts. Shows perceptive/conceptualised/illuminating/open-minded approach. Uses interesting and judicious examples and quotation. Evaluates appropriateness/success. *Students are likely to:* *analyse sentence and clause patterns and effects* *explore the narrator's tone and style* *conceptualise the narrator's attitudes.*
7–8	Applies a relevant range of linguistic frameworks, showing some depth and detail, and with rare errors. Develops a line of argument in a controlled linguistic register. Shows firm control of technical accuracy. *Students are likely to:* *describe phrase types, simple sentences* *describe verbs forms and modality/negation* *describe types of word classes.*	10–12	Analyses language features, their explanatory context and their communicative impact confidently. Makes a subtle interpretation integrating various levels of description. Explores texts' meaning, purpose and effects. Makes evaluative comments which are well supported. *Students are likely to:* *analyse narrator's thoughts and feelings about herself* *analyse narrator's thoughts and feelings about her family* *analyse the creation of narrator's spoken voice.*
5–6	Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. *Students are likely to:* *describe verb moods/sentence functions* *describe word classes* *describe personal pronoun number.*	7–9	Analyses meanings of a range of language features. Analyses context's influence in detail. Engages with texts' communicative intent. Quotes aptly. Makes some evaluative comment tied to textual detail. *Students are likely to:* *comment on the characters and relationships* *analyse representation by verbs, adverbs, adjectives* *analyse use of direct speech.*
4	Applies a linguistic framework with some errors. Clarifies some linguistic aims. Describes methodology. Expresses ideas with organisation emerging. Makes occasional technical errors. *Students are likely to:* *describe basic lexical and semantic features: fields, slang, Hinglish, pronouns.*	5–6	Understands effect of context. Illustrates some effects of producer/audience/mode/ purpose/field. Begins to interpret what text communicates. Illustrates using quotations. *Students are likely to:* *identify 1st person narrative and use of 3rd person* *identify 2nd person direct address.*
3	Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. *Students are likely to:* *identify informality, italics, direct speech.*	3–4	Identifies some features of language variation. Has broad awareness that context has influenced language use. *Students are likely to:* *identify Hinglish/non-standard/standard language* *identify informality.*
2	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.	2	Gives simple/generalised/descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations.
1	Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication.	1	Misunderstands mode/purpose/context/content/meaning significantly.
0	Does not communicate.	0	Does not analyse texts.

Question 02
Assessment focus:
- **Analyse how the writer** of **Text C** uses **language** to **represent** the **narrator and her family**.
- Referring to **Text C**, **Text D** and your own studies, **evaluate** how far **people's ethnicity affects** their **use of English**.

Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language
17–20	Demonstrates a conceptualised overview of theories and research. Analyses and evaluates alternative views. Identifies and challenges standpoints. Employs an exploratory/original/evaluative approach. *Students are likely to:* • *explore origins of some varieties and effects on attitudes and use* • *engage with debates about the functions and potential of varieties of English (eg verbal deprivation arguments, capacity for literary use)* • *explore social, cultural and historical contexts shaping use of different varieties such as Hinglish* • *explore effects of positive/negative stereotypes associated with specific ethnic varieties of English* • *explore research findings/use concepts: prestige, stigmatisation, social networks, code-switching, solidarity, social distance.*
13–16	Shows depth or range of knowledge about linguistic concepts, theories and research. Identifies different views and interpretations. Comments on others' ideas. *Students are likely to:* • *explain effect of social connotations and attitudes to specific ethnic varieties of English* • *explore covert prestige and positive community attitudes to ethnic variation* • *explore other variables such as situation, purpose, age, gender and relationships* • *explain the influence of the media in shaping attitudes to specific ethnic varieties of English.*
11–12	Shows detailed knowledge of linguistic ideas, concepts and research. Develops views on linguistic issues. *Students are likely to:* • *give a detailed analysis of features of language affected by ethnicity.*
9–10	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. *Students are likely to:* • *examine significance of use of language and identity.*
7–8	Reveals familiarity with linguistic ideas, concepts and research. Makes sustained explanations. *Students are likely to:* • *give examples of variations with linguistic comment.*
5–6	Shows awareness of linguistic ideas, concepts and research. *Students are likely to:* • *give examples of language use related to ethnicity* • *focus on other language variations.*
3–4	Is anecdotal/descriptive with implicit relevance. *Students are likely to:* • *make a generalised discussion of use of non-standard language without linguistic comment/examples.*
1–2	Has little focus on linguistic issues. *Students are likely to:* • *give a general non-linguistic discussion of ethnicity.*
0	Shows no understanding of anything concerned with the study of language.

Question 03
Assessment focus:
- **Analyse** and **evaluate** how these two texts **use language** to **present their ideas** about the **events and issues they report**.
- **Evaluate these ideas** about **politically correct language**, drawing on your knowledge and study of language change.

Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language
9–10	Applies accurately a sophisticated and searching range of frameworks in depth to enhance and illuminate understanding. Guides reader structurally and stylistically. Makes very few technical errors. *Students are likely to:* • *describe sentence and clause types, patterns and elements* • *organise or synthesise descriptive approaches.*	13–15	Demonstrates analytical grasp of how language works across different levels. Places analysis in wider contexts. Shows perceptive/conceptualised/illuminating/open-minded approach. Uses interesting and judicious examples/quotation. Evaluates appropriateness/success. *Students are likely to:* • *analyse sentence and clause patterns and effects* • *analyse shaping of response/positioning of reader: modality/certainty* • *conceptualise and evaluate representation of PC: totalitarian, restrictive, military, policing, coercive.*
7–8	Applies a relevant range of linguistic frameworks, showing some depth and detail, and with rare errors. Develops a line of argument in a controlled linguistic register. Shows firm control of technical accuracy. *Students are likely to:* • *describe phrase types, simple sentences* • *describe word classes in depth* • *describe verb forms, tense and aspect.*	10–12	Analyses language features, their explanatory context and their communicative impact confidently. Makes a subtle interpretation integrating various levels of description. Explores texts' meaning, purpose and effects. Makes evaluative comments which are well supported. *Students are likely to:* • *analyse language questioning language reforms and PC ideas* • *analyse language conferring authority on MEPs/Furedi* • *explore metaphor, clichés, sensationalism.*
5–6	Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. *Students are likely to:* • *describe pronoun number* • *describe word classes* • *describe sentence functions.*	7–9	Analyses meanings of a range of language features. Analyses context's influence in detail. Engages with texts' communicative intent. Quotes aptly. Makes some evaluative comment tied to textual detail. *Students are likely to:* • *examine nouns used to refer to bans and PC* • *examine verbs used to describe banning* • *examine language to describe those proposing language changes.*
4	Applies a linguistic framework with some errors. Clarifies some linguistic aims. Describes methodology. Expresses ideas with organisation emerging. Makes occasional technical errors. *Students are likely to:* • *describe basic pronouns* • *describe lexical and semantic features.*	5–6	Understands effect of context. Illustrates some effects of producer/audience/mode/purpose/field. Begins to interpret what text communicates. Illustrates using quotations. *Students are likely to:* • *identify disapproval of PC language* • *identify use of interviewees.*
3	Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. *Students are likely to:* • *identify formality, complexity.*	3–4	Identifies some features of language variation. Has broad awareness that context has influenced language use. *Students are likely to:* • *identify audiences* • *identify purposes.*
2	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.	2	Gives simple/generalised/descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations.
1	Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication.	1	Misunderstands mode/purpose/context/content/meaning significantly.
0	Does not communicate.	0	Does not analyse texts.

Question 03	
Assessment focus:	
• **Analyse** and **evaluate** how these two texts **use language** to **present their ideas** about the **events and issues they report**.	
• **Evaluate these ideas** about **politically correct language**, drawing on your knowledge and study of language change.	
Mark	**AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language**
17–20	Demonstrates a conceptualised overview of theories and research. Analyses and evaluates alternative views. Identifies and challenges standpoints. Employs an exploratory/original/evaluative approach. *Students are likely to:* • *explore social and cultural contexts, examining debates about PC, language reform and struggles over meaning* • *explore concepts, eg gate-keeping, dominant and muted group theory, euphemism treadmill, negative semantic space, irony, intentionality, nature of language change* • *evaluate the importance of language to social values.*
13–16	Shows depth or range of knowledge about linguistic concepts, theories and research. Identifies different views and interpretations. Comments on others' ideas. *Students are likely to:* • *explore examples of changing terminology and meanings* • *identify and explain universalist views about vocabulary and meaning* • *identify and explain reflectionist views about vocabulary and social values* • *identify and explain determinist views about vocabulary and social values* • *identify and explain arguments for and against PC.*
11–12	Shows detailed knowledge of linguistic ideas, concepts and research. Develops views on linguistic issues. *Students are likely to:* • *use specific linguistic concepts* • *explore lexical over-representation, lexical gaps, default assumptions, trivialising suffixes.*
9–10	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. *Students are likely to:* • *analyse words' meanings and representations* • *comment on importance of words' meanings and representations.*
7–8	Reveals familiarity with linguistic ideas, concepts and research. Makes sustained explanations. *Students are likely to:* • *give sustained and organised exemplification of PC and un-PC words* • *use general linguistic terms: metaphors, word classes, fields.*
5–6	Shows awareness of linguistic ideas, concepts and research. *Students are likely to:* • *give unlinked examples of PC and un-PC words* • *show awareness of research by name-dropping or partial/inaccurate references.*
3–4	Is anecdotal/descriptive with implicit relevance. *Students are likely to:* • *make a generalised discussion of PC language without relevant examples.*
1–2	Has little focus on linguistic issues. *Students are likely to:* • *give a general discussion of sexism, racism, social prejudice without reference to language.*
0	Shows no understanding of anything concerned with the study of language.