



**General Certificate of Education (A-level)
June 2012**

English Language A

ENGA1

(Specification 2700)

Unit 1: Seeing through Language

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.

Further copies of this Mark Scheme are available from: aqa.org.uk

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1701 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 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 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 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 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
- put a ringed mark in the right hand margin for **each** AO, see p 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 students and the marks available for them.

Assessment Objective	1	2	3		4	Total				
			(i) Mode	(ii) Meaning						
Question 1 Language and Mode	15		15	15		45				
Questions 2 & 3 <table border="1" style="margin-left: 20px;"> <tr><td>0</td><td>2</td></tr> <tr><td>0</td><td>4</td></tr> </table>	0	2	0	4	10					45
0	2									
0	4									
<table border="1" style="margin-left: 20px;"> <tr><td>0</td><td>3</td></tr> <tr><td>0</td><td>5</td></tr> </table>	0	3	0	5	5	30				
0	3									
0	5									

Section A – Language and Mode

- Award a mark out of 15 for AO1 and put a ringed mark in the right hand margin.
- Award a mark out of 15 for AO3 (i) – *Mode* and put a ringed mark in the right hand margin.
- Award a mark out of 15 for AO3 (ii) – *Meaning* and put a ringed mark in the right hand margin.

Eg		right hand margin
	AO1	12
	AO3 Mode	12
	AO3 Meaning	11

Section B – Language Development

Questions 2 and 3

0	2	0	4
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- Award a mark out of 10 for AO1, and put a ringed mark in the right hand margin.

Eg		right hand margin
	AO1	7

Questions 2 and 3

0	3	0	5
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- Award a mark out of 5 for AO1, and put a ringed mark in the right hand margin.
- Award a mark out of 15 for AO2 double it and put it in the right hand margin.

Eg		right hand margin
	AO1	4
	AO2 11x2	22

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.

<p style="text-align: center; font-size: 24pt; font-weight: bold;">1</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">0</td> <td style="width: 50%;">1</td> </tr> </table>	0	1	<p>Key words: Identify and describe the main mode characteristics of the texts. Examine how the writer of Text A and the contributors in Text B use language to achieve their purposes and create meanings. In your answer you should consider: how situation and channel affect the use of language, how the writer of Text A uses language to inform and advise readers, how the contributors in Text B uses language to communicate their ideas and values, how choices of vocabulary, grammar and structure create meanings.</p> <p>Assessment focuses: Quality of expression – selection/application/evaluation of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features – writer's/participants' aims and purposes – Mode characteristics – creation of meanings.</p>
0	1		
<p>Mark</p>	<p>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (Award a mark out of 15)</p>		
<p>13–15</p>	<p>Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors. <i>Students are likely to describe:</i></p> <ul style="list-style-type: none"> • <i>sentence types, clauses, clause elements and clause linking</i> • <i>pragmatic features</i> • <i>structural features</i> • <i>types of turn.</i> 		
<p>9–12</p>	<p>Uses a range of linguistic terms or in some depth with occasional errors. Develops a line of argument in controlled linguistic register. Shows firm control of technical accuracy. <i>Students are likely to describe:</i></p> <ul style="list-style-type: none"> • <i>types of nouns, adjectives, adverbs and conjunctions</i> • <i>verb tenses, aspect, voice, modality</i> • <i>interactive features.</i> 		
<p>6–8</p>	<p>Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. <i>Students are likely to describe:</i></p> <ul style="list-style-type: none"> • <i>word classes: nouns, adjectives, verbs, adverbs and conjunctions</i> • <i>sentence functions.</i> 		
<p>4–5</p>	<p>Begins to use linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors. <i>Students are likely to label:</i></p> <ul style="list-style-type: none"> • <i>pronouns precisely</i> • <i>some lexical-semantic features.</i> 		
<p>3</p>	<p>Attempts to use linguistic terms with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. <i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> • <i>graphology/phonology/complexity/formality.</i> 		
<p>2</p>	<p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.</p>		
<p>1</p>	<p>Rarely quotes or refers to the language of the text(s). Has major flaws in language that impede communication. Does not communicate.</p>		
<p>0</p>	<p>Does not comment on the texts.</p>		

Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language	
	Award a mark out of 15 for analysis of mode features	Award a mark out of 15 for analysis of meaning
	Makes close detailed points drawing on and integrating various aspects of description. Engages perceptively with texts' meanings, purposes and effects.	
13–15	<p><i>Students are likely to explore:</i></p> <ul style="list-style-type: none"> • <i>elements of mixed modes</i> • <i>conceptualised overviews and classifications of mode</i> • <i>audience positioning</i> • <i>textual cohesion and intertextuality</i> • <i>relationship between comments of posters and surrounding texts (B)</i> • <i>syntactical simplicity and complexity</i> • <i>information processing and structuring at sentence and paragraph level.</i> 	<p><i>Students are likely to explore:</i></p> <ul style="list-style-type: none"> • <i>sentence and clause effects</i> • <i>rhetorical strategies</i> • <i>representation of moral worth and self development</i> • <i>use of constructive responses and reassurance as strategies (B)</i> • <i>structuring informative content (A)</i> • <i>how values are conceptualised</i> • <i>self representation in both texts.</i>
	Analyses context's influence and interprets texts' communicative intent clearly and in detail.	
9–12	<p><i>Students are likely to analyse:</i></p> <ul style="list-style-type: none"> • <i>message and expressive orientation of the texts</i> • <i>visual channels</i> • <i>asynchronicity/tense</i> • <i>degrees of interactivity, eg questions, links</i> • <i>replies, questions, comments.</i> 	<p><i>Students are likely to analyse:</i></p> <ul style="list-style-type: none"> • <i>representation of various views of gap years</i> • <i>effect of tenses and modality</i> • <i>particular representations: money, commercialism, travel, volunteering, pleasure</i> • <i>social responsibility.</i>
	Understands effect of context and what texts are trying to communicate.	
6–8	<p><i>Students are likely to discuss:</i></p> <ul style="list-style-type: none"> • <i>shared context and address: inclusiveness and shared interests</i> • <i>degrees of planning and organisation</i> • <i>implications of visual design</i> • <i>greetings, names, identities (B)</i> • <i>markers of spoken mode.</i> 	<p><i>Students are likely to discuss:</i></p> <ul style="list-style-type: none"> • <i>meanings of word choices</i> • <i>some specific examples, ideas and opinions about gap years</i> • <i>personal accounts of gap year experiences.</i>
	Shows awareness of effect of context. Begins to interpret what texts are trying to communicate.	
4–5	<p><i>Students are likely to explain:</i></p> <ul style="list-style-type: none"> • <i>use of standard/non-standard English</i> • <i>permanence/ephemerality</i> • <i>personal and direct address.</i> 	<p><i>Students are likely to explain:</i></p> <ul style="list-style-type: none"> • <i>information about gap years – companies, structure, cost.</i>
	Identifies some features of language variation. Has broad awareness that context has influenced language use.	
3	<p><i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> • <i>bold, capitals, punctuation, font</i> • <i>lay-out and fluency features.</i> 	<p><i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> • <i>functions of the texts broadly</i> • <i>prospective student audience</i> • <i>wider audience, eg parents.</i>
	Gives simple/generalised/descriptive accounts of the content of texts.	
2	<p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> • <i>label texts as electronic (message board) and written (newspaper article).</i> 	<p><i>Students are likely to give:</i></p> <ul style="list-style-type: none"> • <i>unanalysed quotations.</i>
1	Misunderstands audience/purpose/context/content/meaning significantly.	
0	Does not comment on the texts.	

<p style="text-align: center; font-size: 24pt; font-weight: bold;">2</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">0</td> <td style="padding: 2px;">2</td> </tr> </table>	0	2	<p>Key words: Comment linguistically on five different features of language use which you find of interest.</p> <p>Assessment focuses: Application and exploration of Linguistic Frameworks for Analysis.</p>
0	2		
<p>Mark</p>	<p>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</p>		
<p>0–10</p>	<ul style="list-style-type: none"> • Award 2 marks for each linguistic feature described fully and accurately. • Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description. 		
	<p><i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> • <i>ellipsis – ‘am the showman’</i> • <i>correction – ‘she’s the bestest girl’</i> • <i>use of negation – ‘not’</i> • <i>declarative mood – ‘these are the prizes’</i> • <i>main clause – ‘these are the prizes’</i> • <i>interrogative mood – ‘who’s being the goodest girl’</i> • <i>non-standard superlative adjective use – ‘bestest’</i> • <i>tense formation – ‘who’s being the goodest girl (.) who’s been the the goodest girl’</i> • <i>non-standard negation – ‘I not think’</i> • <i>role of care-giver (questioning) – ‘who’s been the best girl’</i> • <i>role of care-giver (correction) – ‘it’s not the goodest (.) it’s the best’</i> • <i>semantic context of role-play ‘am the showman’.</i> 		

This list is not definitive. You should also reward other linguistic points which are accurate and valid.

<p style="text-align: center; font-size: 24pt; font-weight: bold;">2</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">0</td> <td style="width: 50%;">3</td> </tr> </table>	0	3	<p>Key words: To what extent do children acquire language in their own individual way? In your answer you should refer to particular examples of children's language, discuss relevant research and theory, present a clear line of argument.</p> <p>Assessment focuses: Quality of expression – understand and discuss examples of the language used by children/theories about initial language acquisition – explore the nature of the acquisition process.</p>	
0	3			
<p style="text-align: center; font-weight: bold;">Mark</p>	<p>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (Award a mark out of 5)</p>	<p style="text-align: center; font-weight: bold;">Mark</p> <p>AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language (Award a mark out of 15 and double)</p>		
<p style="text-align: center; font-weight: bold;">5</p>	<p>Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors.</p>	<p style="text-align: center; font-weight: bold;">13–15</p> <p>Shows good knowledge about linguistic concepts, theories and research. Identifies and comments on different views and interpretations. <i>Students are likely to explore:</i></p> <ul style="list-style-type: none"> • a range of well selected examples of phonological, semantic and grammatical features, eg syntax, word order, negation, semantic relations and question formulation • acquisition as an active and deductive rule-governed process • significance of input and interaction • individual variations in semantic acquisition and understanding • virtuous errors and their causes • regression and its causes • correction and its effects • evidence of learning by imitation, eg accent • significance of individual, social and cultural contexts • functionalist/interactionist approaches. 		
<p style="text-align: center; font-weight: bold;">4</p>	<p>Uses a range of linguistic terms or in some depth with occasional errors. Develops a line of argument in controlled linguistic register. Shows firm control of technical accuracy.</p>	<p style="text-align: center; font-weight: bold;">9–12</p> <p>Shows depth/range of knowledge of linguistic ideas/concepts/research. Develops views on linguistic issues. <i>Students are likely to discuss:</i></p> <ul style="list-style-type: none"> • a clear case for/against active, deductive language acquisition • a range of examples supporting a variety of relevant theories, eg morphological, grammatical examples • rules and principles applied by children, eg plurality, tense • significance of critical learning period • limitations of imitation theory. 		
<p style="text-align: center; font-weight: bold;">3</p>	<p>Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.</p>	<p style="text-align: center; font-weight: bold;">6–8</p> <p>Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. <i>Students are likely to explain:</i></p> <ul style="list-style-type: none"> • theories and research relevant to the issue of active, deductive language acquisition, eg LAD • theories and research based on imitation/behaviourism • one-word, two-word and telegraphic stages • semantic fields and word classes. 		
<p style="text-align: center; font-weight: bold;">2</p>	<p>Begins to use a linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors.</p>	<p style="text-align: center; font-weight: bold;">3–5</p> <p>Shows awareness of linguistic ideas, concepts and research. <i>Students are likely to show:</i></p> <ul style="list-style-type: none"> • knowledge of pre-verbal stages as preparing for language • awareness of features of children's language • familiarity with names of researchers and labels of theories. 		
<p style="text-align: center; font-weight: bold;">1</p>	<p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.</p>	<p style="text-align: center; font-weight: bold;">2</p> <p>Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study. <i>Students are likely to use:</i></p> <ul style="list-style-type: none"> • generalised/lay discussions of children's language • broad assertions. 		
<p style="text-align: center; font-weight: bold;">0</p>	<p>Has major flaws in language that impede communication. Does not communicate.</p>	<p style="text-align: center; font-weight: bold;">1</p> <p>Has little focus on linguistic issues and gives generalised discussions of children's development without language focus.</p> <p style="text-align: center; font-weight: bold;">0</p> <p>Shows no understanding of anything concerned with the study of language.</p>		

3	<p>Key words: Comment linguistically on five different features of language use which you find of interest.</p> <p>Assessment focuses: Application and exploration of Linguistic Frameworks for Analysis.</p>		
<table border="1" style="display: inline-table;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	0	4	
0	4		
Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression		
0–10	<ul style="list-style-type: none"> • Award 2 marks for each linguistic feature described fully and accurately. • Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description. 		
	<p><i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> • <i>clause – ‘he was a dreamer’</i> • <i>declarative function – ‘he hab a tob Job’</i> • <i>third person narrative – ‘he painted all One side yollow’</i> • <i>non-standard spelling – ‘yollow’, ‘geen’</i> • <i>non-standard capitalisation ‘...Paint. he painted...’</i> • <i>spatial dimensions of early writing – various letter sizes</i> • <i>reversed letters – ‘Job’, ‘the’, ‘breamd’</i> • <i>past tense – ‘he painted’</i> • <i>interaction – tick</i> • <i>correct spelling of specific features – ‘ladders and buckets’</i> • <i>aspects of narrative – linear, sequential, imaginative</i> • <i>extended narrative context – ‘<u>Chapter 1</u>’</i> • <i>conventional narrative beginning – ‘One day...’</i> • <i>narrative linked to drawing</i> • <i>aspects of narrative structure – characterisation, orientation, complication, plot development, coda (each different feature, if appropriately illustrated should be given two marks).</i> 		

This list is not definitive. You should also reward other linguistic points which are accurate and valid.

3	<p>Key words: What are the main problems that children face when learning to write? In your answer you should: refer to particular examples of children’s language, discuss relevant research and theory, present a clear line of argument.</p> <p>Assessment focuses: Quality of expression – understand and discuss examples of the written language used by children/theories about children’s acquisition of writing skills – explore the nature of the acquisition process.</p>		
0 5			
Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (Award a mark out of 5)	Mark	AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language (Award a mark out of 15 and double)
5	Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors.	13–15	Shows good knowledge about linguistic concepts, theories and research. Identifies and comments on different views and interpretations. <i>Students are likely to explore:</i> <ul style="list-style-type: none"> • <i>stages of acquisition of writing critically using evidence to evaluate, eg Kroll – preparatory, consolidation, differentiation, integration, Barclay – scribbling, mock letters, conventional letters, phonetic spelling, correct spelling</i> • <i>a range of problems in detail, eg grammatical, orthographical, semantic and punctuation features</i> • <i>other factors which affect the acquisition of writing skills, eg correction, exposure to a range of models, writing technology, learning styles, contexts for writing</i> • <i>syntax, semantic relations, systematic orthographical variation</i> • <i>written language acquisition as an active and deductive process, eg experimentation, correction</i> • <i>links between cognitive theory, developmental theory and linguistic development.</i>
4	Uses a range of linguistic terms or in some depth with occasional errors. Develops a line of argument in controlled linguistic register. Shows firm control of technical accuracy.	9–12	Shows depth/range of knowledge of linguistic ideas/concepts/research. Develops views on linguistic issues. <i>Students are likely to discuss:</i> <ul style="list-style-type: none"> • <i>appropriate examples of problems experienced by children when learning to write</i> • <i>links between speech and writing, eg phoneme/grapheme correspondence</i> • <i>roles of primary/secondary care-givers</i> • <i>rules and principles applied by children, eg word order, negation, agreement of word classes, tense and sentence boundaries</i> • <i>a view of written language acquisition as a developmental and cognitive process.</i>
3	Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.	6–8	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. <i>Students are likely to explain:</i> <ul style="list-style-type: none"> • <i>stages of the acquisition of writing skills</i> • <i>features of children’s written language</i> • <i>handwriting, formation of letter symbols, punctuation and word classes</i> • <i>features of theories without linking to examples/issues of task</i> • <i>broad/implicit awareness of the nature of the acquisition process.</i>
2	Begins to use a linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors.	3–5	Shows awareness of linguistic ideas, concepts and research. <i>Students are likely to show:</i> <ul style="list-style-type: none"> • <i>features of children’s language without clear comment</i> • <i>awareness of motor skills</i> • <i>familiarity with names of researchers and labels theories.</i>
1	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.	2	Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study. <i>Students are likely to use:</i> <ul style="list-style-type: none"> • <i>generalised/lay discussions of children’s language</i> • <i>broad assertions.</i>
0	Has major flaws in language that impede communication. Does not communicate.	1	Has little focus on linguistic issues and gives generalised discussions of children’s development without language focus.
		0	Shows no understanding of anything concerned with the study of language.