**General Certificate of Education (A-level)
June 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 the language used** in **Text A** and **Text B suggests meanings** for the term '**Trophy Wife**'.

● Referring to **Text A, Text B** and **your own studies**, **evaluate the significance** of the **changing words used** to refer to **different social groups**.

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 clause types, patterns and elements* • *organise or synthesise descriptive approaches* • *describe compound, complex, compound-complex sentences.*	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/intertextuality* • *conceptualise and evaluate representation of women and relationships: objectification, hunt, business.*
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 types of word classes/pronoun functions* • *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 metaphors' implications* • *draw together patterns of meaning: beauty, appearance, fashion, status* • *explore representations of world/life of trophy wife.*
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 word classes* • *describe sentence functions* • *describe pronoun person and 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:* • *examine nouns used to describe trophy wife* • *examine adjectives used to describe trophy wife* • *examine verbs used to describe trophy wife.*
4	Applies a linguistic framework with some errors. 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 direct address* • *identify personal 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 formality, complexity, layout.*	3–4	Identifies some features of language variation. Has broad awareness that context has influenced language use. *Students are likely to:* • *identify audience* • *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 analyse texts.
0	Does not communicate.		

Question 01
Assessment focus:
• Analyse **how the language used** in **Text A** and **Text B suggests meanings** for the term '**Trophy Wife**'
• Referring to **Text A, Text B** and **your own studies**, **evaluate the significance** of the **changing words used** to refer to **different social groups**.

Mark	AO2: Demonstrate critical understanding 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 gate-keeping, dominant and muted group theory, euphemism treadmill, negative semantic space, irony, intentionality* • *evaluate the importance of language used to represent social groups.*
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* • *explore issues of amelioration, pejoration, recuperation* • *identify and explain reflectionist views about vocabulary and social groups* • *identify and explain determinist views about vocabulary and social groups.*
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' meaning 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 words to describe social groups* • *use some 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 words to describe social groups* • *show awareness of research by name-dropping or partial/inaccurate references.*
3–4	Is anecdotal/descriptive with implicit relevance. *Students are likely to:* • *limit discussion to texts A and B without looking at wider issues and contexts* • *make a generalised discussion of language change 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.

Question 02
Assessment focus:
- **Analyse** how the writer of **Text C** uses **language** to **represent Ebenezer's voice** and **dialect** and to **convey** his **memories** and **views**.
- Referring to **Text C**, **Text D** and your own studies, **evaluate** the **factors** that **affect people's use of regional dialects**.

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 clause types, elements, structure and word order* • *describe non-standard forms and functions accurately* • *describe compound, complex, compound-complex sentences.*	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 effects of sentence and clause patterns* • *conceptualise presentation of narrator* • *conceptualise influence of context: age, location, subject.*
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 pronoun functions* • *describe verbs forms and tense/aspect* • *describe types of word classes* • *describe multiple negation, inflections* • *describe simple sentences, phrase types.*	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:* • *examine discourse markers, narrative devices, use of tense* • *analyse presentation of character: mother, father, Ebenezer* • *identify dialect grammar forms.*
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* • *describe word classes* • *describe pronoun person and 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 depiction of fish, food, what characters did* • *comment on 2nd person address* • *identify dialect and period vocabulary and grammar.*
4	Applies a linguistic framework with some errors. Expresses ideas with organisation emerging. Makes occasional technical errors. *Students are likely to:* • *describe basic lexical and semantic features: fields, 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/account* • *identify topics: family, food, fish.*
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, contractions, complexity.*	3–4	Identifies some features of language variation. Has broad awareness that context has influenced language use. *Students are likely to:* • *comment on information giving/remembering past* • *identify personal voice.*
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 02
Assessment focus:

- **Analyse** how the writer of **Text C uses language** to **represent Ebenezer's voice** and **dialect** and to **convey** his **memories** and **views**
- Referring to **Text C**, **Text D** and your own studies, **evaluate** the **factors** that **affect people's use of regional dialects**.

Mark	AO2: Demonstrate critical understanding 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 changing contemporary attitudes/uses/contexts* *explore accommodation/code-switching behaviour and the dynamics of interactions* *evaluate debates about when/whether to use regional or standard language.*
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 positive social connotations and attitudes: sincerity, personal warmth, humour* *explore covert prestige and positive community attitudes* *explore attitudes to and significance of specific language features* *explore research findings/use concepts: prestige, stigmatisation, social networks, code-switching, solidarity, social distance.*
11–12	Shows detailed knowledge of linguistic ideas, concepts and research. Develops views on linguistic issues. *Students are likely to:* *identify a variable such as class, age, gender (11)* *identify another variable (12).*
9–10	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. *Students are likely to:* *show understanding of variation according to situation: audience* *show understanding of variation according to situation: purpose.*
7–8	Reveals familiarity with linguistic ideas, concepts and research. Makes sustained explanations. *Students are likely to:* *give examples of the use of non-standard varieties* *identify regional origin and identity as factors.*
5–6	Shows awareness of linguistic ideas, concepts and research. *Students are likely to:* *identify non-standard varieties and variations* *discuss use of SE and RP mainly.*
3–4	Is anecdotal/descriptive with implicit relevance. *Students are likely to:* *discuss 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 regional issues.*
0	Shows no understanding of anything concerned with the study of language.

Question 03
Assessment focus:
- **Analyse and evaluate** the **ways** these **two texts use language to present** their **ideas** about the **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 clause types, patterns and elements* • *organise or synthesise descriptive approaches* • *describe compound, complex, compound-complex sentences.*	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* • *analyse shaping of response/positioning of reader: modality/certainty* • *conceptualise and evaluate representation of QES: protective, nationalistic, elitist, conservative, authoritarian, judgemental, etc.*
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 word classes in depth: verb tenses, aspect, modals, adjective/adverb/noun types/ pronoun functions* • *describe phrase types/simple sentences.*	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 used to represent QES* • *analyse language used to represent QES' actions* • *analyse language used to represent the English language and its development.*
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 sentence functions* • *describe word classes* • *describe pronoun person and 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:* • *analyse language used to describe prescriptivists and descriptivists* • *analyse language used to represent the people and their use of language.*
4	Applies a linguistic framework with some errors. Expresses ideas with organisation emerging. Makes occasional technical errors. *Students are likely to:* • *describe pronouns* • *describe basic 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 belief in rules and The Queen's English* • *identify disapproval of descriptivist stance.*
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, graphology.*	3–4	Identifies some features of language variation. Has broad awareness that context has influenced language use. *Students are likely to:* • *identify inform, persuade and argue functions* • *identify comments about audience.*
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 03 **Assessment focus:** • **Evaluate** the **ideas of the Queen's English Society**, drawing on your **knowledge** and **study of language variation and change**.	
Mark	**AO2: Demonstrate critical understanding 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:* • *develop an overview of nature of language change and the language system* • *challenge/evaluate simple ideas of progress/decay, descriptivist stance* • *analyse desire to arrest language changes, eg as age-related and conservative* • *explore issues about gate-keeping, control and power, language reform* • *evaluate specific changes as good, bad, neutral, needing regulation* • *argue a case for/against an academy.*
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:* • *identify and explain evolutionary views of language change: functional, random fluctuation, substratum, wave theories* • *identify and explain degeneration views of language: laziness, decay, infection* • *discuss how these might or might not support the case for an academy.*
11–12	Shows detailed knowledge of linguistic ideas, concepts and research. Develops views on linguistic issues. *Students are likely to:* • *show knowledge of how changes spread and develop* • *explain potential, implementation, diffusion, codification.*
9–10	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. *Students are likely to:* • *express a broad view that an academy is or is not needed* • *give broad views on the naturalness/inevitability of language change.*
7–8	Reveals familiarity with linguistic ideas, concepts and research. Makes sustained explanations. *Students are likely to:* • *give historical examples of standardisation and codification* • *give some limited linguistic comment on examples, eg formation processes.*
5–6	Shows awareness of linguistic ideas, concepts and research. *Students are likely to:* • *give a broad historical account of language variation and change* • *show awareness of research by name-dropping or undeveloped references.*
3–4	Is anecdotal/descriptive with implicit relevance. *Students are likely to:* • *make a generalised discussion of language variation and change without linguistic comment/examples.*
1–2	Has little focus on linguistic issues. *Students are likely to:* • *give a general discussion of social and historical changes.*
0	Shows no understanding of anything concerned with the study of language.