



**General Certificate of Education (A-level)
January 2013**

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.

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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 (i) (ii) Mode Meaning	4	Total
Question 1	15		15 15		45
Questions 2 & 3 <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">0 2</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">0 4</div> </div>	10				45
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">0 3</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">0 5</div> </div>	5	30			

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

AO1		12
AO3 Mode		12
AO3 Meaning		11

right hand margin

Section B – Language Development

Questions 2 & 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

AO1		7
-----	--	---

right hand margin

0	3	0	5
---	---	---	---

- 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

AO1		4
AO2 11x2		22

right hand margin

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: 2em; font-weight: bold;">1</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; padding: 2px;">0</td> <td style="width: 50%; padding: 2px;">1</td> </tr> </table>	0	1	<p>Key words: Identify and describe the main mode characteristics of the texts. Examine how the participants in Text A and the writer of 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 participants in Text A use language to express their experiences and opinions, how the writer of Text B uses language to communicate information and ideas, 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"> • sentence types, clauses, clause elements and clause linking • pragmatic features • structural features. 		
<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"> • types of nouns, adjectives, and adverbs • verb tenses, aspect, voice, modality • interactive features. 		
<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"> • word classes: adjectives, verbs, adverbs, nouns and conjunctions • pronouns precisely • sentence functions. 		
<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"> • pronouns • lexical-semantic features. 		
<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"> • graphology/phonology/complexity/formality. 		
<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>new literacies – processing online multi-modality (multiplicative meanings)</i> • <i>use of standardised version of spoken language (A)</i> • <i>conceptualised overviews of mode</i> • <i>layering of reported and indirect speech (A)</i> • <i>use of punctuation to represent speech (A)</i> • <i>syntactical simplicity and complexity</i> • <i>visual channel, eg relationship between image and text</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, eg metaphors</i> • <i>sub-texts, eg implied gender stereotyping</i> • <i>positioning of the ideal reader</i> • <i>journalist's view of women's/men's football (B)</i> • <i>use of conventions of review writing (B)</i> • <i>journalist's representations of the participants (A)</i> • <i>self-representation of the participants (A)</i> • <i>self-representation of the writer of (B).</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/information, expressive orientations of the texts</i> • <i>repetition and reformulation</i> • <i>a/synchronicity</i> • <i>degrees of interactivity, eg questions and answers.</i> 	<p><i>Students are likely to analyse:</i></p> <ul style="list-style-type: none"> • <i>representations of women's football</i> • <i>representations of age, gender</i> • <i>effects of tenses and modality</i> • <i>particular topics: national pride, China, travel.</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 contexts: inclusiveness and shared interests</i> • <i>degrees of planning and structuring</i> • <i>page design.</i> 	<p><i>Students are likely to discuss:</i></p> <ul style="list-style-type: none"> • <i>meanings of word choices</i> • <i>representation of women and their relationships in (A)</i> • <i>representation of players (B)</i> • <i>ideas and opinions about women's football.</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 English</i> • <i>ephemerality/permanence</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 the Women's World Cup.</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>cohesion and fluency features.</i> 	<p><i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> • <i>sporting/gender audiences.</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 written version of speech (A) and written (B).</i> 	<p><i>Students are likely to give:</i></p> <ul style="list-style-type: none"> • <i>unanalysed quotations</i> • <i>narrative accounts of contents.</i>
1	Misunderstands audience/purpose/context/content/meaning significantly.	
0	Does not comment on the texts.	

<p style="text-align: center; font-size: 2em; 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>declarative mood – ‘those are not strong mens’</i> • <i>imperative mood – ‘see marching bear go’</i> • <i>question formation – ‘how tiger be so healthy’</i> • <i>negation – ‘no I don’t want to sit seat’</i> • <i>ellipsis – ‘how tiger be so healthy’</i> • <i>adverb use – ‘so’</i> • <i>virtuous error (plural) – ‘those are not strong mens’</i> • <i>adjective use – ‘big’</i> • <i>omission of determiners and prepositions – ‘sit seat’</i> • <i>use of simile – ‘fly like kite’</i> • <i>simple clause – ‘no I don’t want to sit seat’</i> • <i>language reflecting child’s social world – ‘sit seat’, ‘lights went off’</i> • <i>two word stage – ‘big drum’</i> • <i>functions of speech, eg control – ‘Look at that train Ursula brought’</i> • <i>functions of speech, eg imaginative – ‘marching bear’</i> • <i>clause linking – ‘how tiger be so healthy and fly like kite’</i> • <i>grammatically complete clauses – ‘do you know the lights went off’.</i> 		

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

2	<p>Key words: Examine how children build up their vocabulary and learn to use it appropriately. 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			
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 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)
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"> • a range of well selected examples of semantic features • how pronunciation affects the acquisition of new words • morphology and affixation • acquisition as an active and deductive process • theories of semantic acquisition (eg Nelson and Aitchison) using evidence to critically evaluate • pragmatic and social dimensions of learning language • significance of nature and effect of correction and reformulation • the differences between reception and production.
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 explain:</i> <ul style="list-style-type: none"> • examples of types of extension: categorical, analogical and statement • the importance of Critical Learning Period in Language development • the role of reading and play in semantic development • role of CDS/LASS to help understand language.
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 identify:</i> <ul style="list-style-type: none"> • semantic fields and word classes acquired • theories and research based on interactive approaches, cognition, imitation, innatism.
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"> • knowledge of pre-verbal stages as preparing for language • ability to exemplify specific, relevant features of children’s language • familiarity with names of researchers and labels of theories.
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"> • generalised/lay discussions of children’s language • broad assertions.
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.

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>main clause – ‘A man incharge of the srapyard was having a Convesachon’</i> • <i>third person narrative – ‘A man’</i> • <i>relative clause – ‘(Whoesname was Gary)’</i> • <i>use of parentheses ‘(Whoesname was Gary)’</i> • <i>spatial dimensions of early writing – various letter sizes</i> • <i>orthographical variants corrected by the teacher – ‘charge’</i> • <i>past tense ‘sneeked’</i> • <i>standard and non-standard capitalisation – ‘DaD’</i> • <i>standard capitalisation ‘Andrew’</i> • <i>past continuous tense – ‘was having’</i> • <i>narrative/imaginative function – ‘they sneeked of’</i> • <i>numerical ordering of narrative</i> • <i>narrative linked to drawing as a genre prompt</i> • <i>standard punctuation ‘of to play.’</i> • <i>orthographical variation – ‘Convesachon’</i> • <i>explicitness of referencing – ‘(the DaD of the Children)’.</i> 		

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

3	<p>Key words: Discuss what challenges children face as they begin to make the transition from spoken to written mode. 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"> • a range of features in detail, eg grammatical, orthographical, semantic and punctuation features • impact of new technologies, eg keyboard • hybrid/mixed modes, eg texting • development from context dependence to explicitness • phoneme/grapheme relationships • motor skills, attention span • written language acquisition as an active and deductive process, eg experimentation, correction • research and theories about writing acquisition (eg Kroll, Barclay, Lemke) critically, using evidence to evaluate.
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"> • well-selected examples • acquisition of writing as an interactive process • links between speech and writing, eg pauses/punctuation • roles of primary/secondary care-givers • role of correction • rules and principles applied by children, eg word order, negation, agreement of word classes, tense and sentence boundaries • a view of the nature of written language acquisition as a developmental and cognitive process.
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"> • features of children’s written language • stages of acquisition of writing skills • drawing and handwriting, formation of letter symbols, punctuation and word classes • features of theories without linking to examples/issues of task.
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"> • ability to exemplify specific, relevant features of children’s language • broad/implicit understanding of the nature of the acquisition process • familiarity with names of researchers and broad labelling of theories.
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"> • features of children’s language without clear comment • generalised/lay discussions of children’s language/broad assertions.
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.