Mark scheme
June 2003

GCE

English Language B

Unit ENB6

Unit ENB6: Language Development

General Principals

The aim of this module is to engage candidates in a detailed examination of the concepts and theories of language acquisition and language change using the knowledge, understanding and skills they have developed over all the AS and A2 modules (synopticity). Like Module 2, Module 6 requires candidates to demonstrate their understanding of the interconnection of specific features of language and their appropriate application to different social contexts. There is an additional demand that these contexts will include texts and data relating to the acquisition of English by children and the growth of and changes in language over time.

In common with all modules in this specification, references to research (AO4) relate to the definition published in 2001 by AQA. This definition is as follows and examiners should interpret all references to research in exam questions accordingly:

> *Research embraces not only published studies encountered in academic sources, but equally the findings of candidates themselves through exploration of their own data in classroom settings and beyond. As a general principle, candidates will be expected to offer appropriate evidence for points they make in their work. The ability to discuss language data and issues in objective and critical ways is at the core of a good candidate performance.*

Assessment objectives

This module requires candidates to:

AO1   Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent expression (2.5% A2)

AO3ii   Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of approaches taken (5% A2)

AO4   Understand, discuss and explore concepts and issues relating to language in use (5% A2)

AO5ii   Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context (7.5% A2).

The Generic Numerical Mark Scheme and Indicative Content pages that follow specify the criteria and indicators that will guide examiners in judging how satisfactorily candidates have achieved these different objectives.

Synopticity in a Text and Data Focused Specification

Unit 6 is the synoptic unit test for a text and data focused specification which always starts with language from contexts of actual use and develops relevant description and analysis based on language study principles. As such, unit 6 tests in a more developed and integrated way, knowledge, understanding and skills ("what students know, understand and can do") which will have been learned in the course of modules 1 to 5, as well as in module 6. An important focus for this learning will be the methods for working with texts including knowledge of how to work methodically, open-mindedly, tentatively with varied primary sources, including how to apply the insights of language study and research to this analysis.

Data focused questions make different demands to essay titles with no associated data. There is more credit for the application of knowledge shown in the detailed engagement with the particular material set. Such engagement includes research literacy including skills in reading diverse text types such as transcripts, phonemic symbols, dictionary entries, wordlists, tables, (KWIClists) and others. It also includes discernment and skill in the selection of details which offer grounds for comparison; awareness of the limitations of the data; and awareness of possible contradictions and anomalies in it.

There will be less credit for the kind of general research literature surveys associated with essay question answers including the citing of named researchers and their key studies. Whilst such coverage should be credited for demonstrating AO4 knowledge, it will not usually be of primary importance in relation to AO3 and AO5 which are likely to be focused on the particular data set.

The June 2002 exam report reported a number of generic features found in stronger and weaker answers which showed this synoptic dimension of working with texts and data.

Stronger answers:
- addressed the question relevantly;
- engaged with the data in detail and with attention to its context;
- identified patterns and examples across the data set;
- expressed ideas clearly and accurately with appropriate terminology;
- identified language features accurately including grammatical and pragmatic aspects;
- showed informed insight into the data set whilst being cautious of its limitations;
- reflected an open-minded and tentative approach to the issues raised;
- showed assured conceptualised knowledge of language theories and studies;
- demonstrated strengths in quality of explanation and accuracy of expression;

Weaker answers:
- gave little or narrow relevant coverage of the question or the data;
- engaged with the data descriptively or by content summary;
- used language imprecisely with limited terminology;
- asserted ideas with underdeveloped explanations;
- showed limited knowledge and understanding of the issues;
- made no references to research ideas or few and simplistic references;
- treated the dataset as uncomplicatedly representative of the given situation;
- listed examples without observing underlying patterns;
- made sweeping statements on the basis of limited evidence;
- gave narrow or partial coverage of the issues;

General Numerical Mark Scheme: All Questions

Marks		Skills Descriptors
0-5	AO1	Rudimentary observations about relationships between language and development with particular reference to prescribed topic area; frequent lapses in control of written expression and scarcely any use of terminology.
	AO3ii	Very limited attempt at application of frameworks; generally not reliable and systematic; observations on data confined to one or two references.
	AO4	Comments on a factor governing language use in data, though not fully understood; attempts discussion of concept of language in use in relation to data but with very limited success.
	AO5ii	May refer to one or two factors influencing form, meaning and diversity in data; may refer to one or two contextual factors of data.
6-11	AO1	Some general observations about relationships between language and development with particular reference to prescribed topic area; lapses in control of written expression and little appropriate use of terminology.
	AO3ii	Limited attempt at application of frameworks; generally unreliable and rarely systematic; observations on data confined to isolated references.
	AO4	Elementary comment on one or two factors governing language use in data, though not always fully understood; attempts discussion of concept of language in use in relation to data but with limited success.
	AO5ii	Recognises one or two factors influencing form, meaning and diversity in data; identifies one or two contextual factors of data.
12-17	AO1	Makes observations, not always accurately, and with limited detail on relationships between language and development with particular reference to prescribed topic area; generally accurate written expression and some appropriate use of terminology.
	AO3ii	Attempts some application of frameworks but not always successfully, reliably or systematically; some valid observations on data.
	AO4	some awareness of a limited number of factors governing language use in data; discusses concept of language in use in relation to data
	AO5ii	Recognises some features influencing form, meaning and diversity in data; identifies some contextual factors of data .

18-23	AO1	Generally accurate observations about relationships between language and development with particular reference to prescribed topic area; accurate and clear written expression and appropriate use of terminology.
	AO3ii	Application of frameworks to data evident, but some lapses in reliability and lacking in systematic treatment; some valid and sensible observations on data.
	AO4	Some understanding of a number of factors governing language use in data; discusses concept of language in use in relation to data with some effectiveness.
	AO5ii	Some awareness of contextual factors influencing form, meaning and diversity in data; identifies and interprets a number of contextual factors of data.
24-29	AO1	Clear observations about relationships between language and development with particular reference to prescribed topic area; very controlled written expression and sound use of terminology.
	AO3ii	Generally reliable and systematic application of frameworks to the data; makes generally secure linguistic observations on data.
	AO4	Sound understanding of factors governing language use in data; often effective discussion of concept of language in use in relation to data.
	AO5ii	Shows awareness of factors influencing form, meaning and diversity in data; generally clear description and interpretation of distinctive contextual factors of data.
30-35	AO1	Clear and detailed observations about relationships between language and development with particular reference to prescribed topic area; exemplary written expression and accurate use of terminology.
	AO3ii	Reliable and systematic application of frameworks to the data; makes informed linguistic observations on data.
	AO4	Perceptive insight into many factors governing language use in data; effective discussion of concept of language in use in relation to data.
	AO5ii	Shows understanding of factors influencing form, meaning and diversity in data; clear description and interpretation of distinctive contextual factors of data.

Indicative Content

QUESTION 1: **Language Acquisition pre-sleep dialogue and monologues – write about what these transcripts show in relation to Emily's lexical, grammatical and pragmatic development.**

Text A: Emily's age is one year and eleven months; in text B she is two years and eight months.

Assessment Objective 3

Reward precision of observation and relevant application of terms and concepts about the language levels. Stronger responses will include some comment on grammatical and/or pragmatic choices. Credit groupings of examples across the data.

Lexis

Open class vocabulary from field of child's domestic routines; greater lexical variety in B;
Some vocabulary items specialised and in the case of "diaper" unusual in British English;
Greater variety of closed class function words including connectives and determiners;
Shifts in vocabulary and grammar reflecting shifts in register, especially in B.

Semantics

Relatively explicit reference from Father and implicit from Emily in A;
Lexical variety greater in B: greater level of detail in informational elaboration;
Meanings more explicit and controlled in B (note hiatus in A);
Evidence of the child struggling to understand father's meanings;
Father reinforcing sense by repetition and elaboration;
Active and passive vocabulary and meanings an issue in two contexts in A.

Grammar

Morphological complexity and length of turns greater in later transcript;
Control of tense markers in earlier text;
Telegraphic features in earlier transcript: absence of function words;
Recursive patterns in father's turns in A and in Emily's monologue in B.

Pragmatics

E's ability to reconstruct D's meanings from verbal cues and contexts;
Attempted re-modelling of father's utterances in A;
Social knowledge and understanding implied in role-play and elaborated sequence in B;
Culturally specific ways of understanding child care and associated routines.

Discourse structure

Repeated structures of father's turn (patterns and variations);
Father's control of interaction in A, B initiated and sustained by Emily;
Emily's ability to sustain extended narrative in B (connectives, markers of elapsed time);
Basic structure of Emily's request interventions;
Longer turns and greater elaboration in monologue;
Emily's access to different registers and narrative methods;
Aspects of "ventriloquism" (Bakhtin) and "internalisation"(Vygotsky);
Imaginative innovations based on what father has said.

Phonology

Missing information in transcript;

Graphology/Gesture

Visual cues and possible use of gesture (not explicit in the data but implied).

Assessment Objective 4

Assessment Objective 4 tests knowledge of ideas, methods and evidence from studies of language in use. In Child Language Acquisition answers this will be evidenced by the ideas from language study (theoretical and research frameworks) the candidate is able to bring to bear on their analysis which inform how they see and can interpret the material set. Such knowledge and understanding must be applied to the particular question and associated data. Examiners should seek to credit relevant knowledge and understanding of what these transcripts show about Emily's lexical, grammatical and pragmatic development between the two ages.

Such relevant AO4 knowledge pre-supposes a **rich text interpretative framework** and also some knowledge of the likely patterns in linguistic development between the age of twenty-three months and thirty-two months. **Deficit prescriptive evaluations** will limit relevant purchase on the data. Good candidates should be familiar with the kind of child language metalanguage indicated in the AO3 descriptors. They will be familiar with the formal linguistic aspects such as the idea of grammatical stages but will also give recognition to functions and meanings (the focus on pragmatics highlights such social knowledge).

Stronger answers in the 24-35 range will focus consistently on the question in relation to the data and will be informed by secure knowledge of ideas from language study (research and theorising) including those relating to grammatical stages and lexical and pragmatic development. Theoretical ideas will inform the interpretation but without imposing on the data to make it fit the research preconception.

Responses will tend to be more explicit and wide ranging in their coverage, more probing and explicit in their analysis and more cautious in the way in which they draw conclusions on the basis of this evidence (due tentativeness). There may be some preparedness to consider the data and research background critically and to comment on the limitations of the data as evidence (e.g. its limited information about context and about phonological details).

Sharper AO4 coverage may include comment on the ways Emily's monologue in text A is linguistically richer than her turns in her conversation with her father. This was one of the features which most surprised the original researchers. Examiners should give some credit for inferences that can be drawn from this apparent anomaly.

Higher band AO4 coverage will show detailed awareness that there are more sophisticated features and patterns of language at the later stage which enable the child to achieve more complex social purposes and meanings than are apparent in text A. However even in text A, we can see foreshadowing of later developments in Emily's effective use of short turns and in her imaginative developments based on her father's narrative.

Such answers may be explicit about the role of play in social and linguistic exploration. There will be awareness of the research debates about the importance of interaction, children's use of language for different functions (including Halliday). They will be aware of the importance of more expert users scaffolding interaction. There should be some awareness that the learning of a first language is not just a formal linguistic accomplishment but also a route to enculturation and literacy (in its wider

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social sense [Street 1981,1997]). As part of this candidates may be commenting on Emily's learning of a repertoire of registers and genre conventions (narrative) in relation to her communicative competence.

Answers in the 12-24 range will show some of the qualities in the range above but coverage will be less secure and consistent in the attention given to the question in relation to the data. A common limitation of AO4 at this level will be the combination of assured knowledge of ideas from language study including information about stages, functions and theoretical ideas accompanied by overassertive and uncritical application. For example, such AO4 knowledge as, for example, overgeneralisation, may be accurate and informed but not central to this question and these data. At the lower levels of this AO4 coverage answers may be uneven, oversimplified or over-assertive in their coverage of some important material.

Answers in the 0-11 band will be more fundamentally flawed in their coverage of ideas from language study. Such weaknesses include:

relevant but ignorant responses which demonstrate no more than weak AO4 subject knowledge and understanding.

deficit accounts of children's language as inferior would suggest little understanding of the descriptive rich text interpretation that informs approaches based on language study principles and which is necessary to make sense of such transcripts.

Fundamentally irrelevant answers may include those which give general chronological surveys of child development and can only be credited where coverage is appropriate to the question set.

Research coverage

There is an established body of knowledge about spoken acquisition used in A Level Language study and focused on lexical and grammatical development. This is summarised in such primer books as Ben Graham and Michelle Lowe's *English Language for Beginners* and, in much greater detail, in David Crystal's *Encyclopedia of Language.* Candidates may make reference to a range of references, fieldwork, examples and theorising by linguists such as that found in Brown and Bellugi (1964); Halliday (1978), Wells (1987); and/or research summaries including Meadows (1994), Crystal (1997). The important criterion is to what extent this knowledge provides cognitive tools which inform the relevant analysis of the data in relation to the question set. Following the AQA B research statement, candidates may make references to their own research experiences and this should be credited where used appropriately. AO4 coverage of pragmatic development is less well catered for in accessible research summaries and secondary source material is less likely.

Assessment Objective 5 ii

Contextual awareness is likely to be mixed in with coverage of AO3 and AO4 rather than in separate paragraphs. Contextual awareness will relate to:

1. the situational variation (use variation);
2. the specific contextual factors relating to language development;
3. temporal aspects.

The **situational variation** aspects relate to adult/children interactions and social routines including those associated with "going to bed". **Contextual awareness relating to language development** will include the role of adults and play in scaffolding acquisition as well as some understanding of children's innate language learning capacity. Such awareness may include awareness of the expectations of children's likely roles in these rites. These exchanges carry traces of their middle class American professional social repertoire. The details of the weekend's activities reflect social choices

and positions and are not universal linguistic behaviours although sleep time dialogues and monologues of a related kind will occur outside this particular locale. **Temporally**, the values about parenting approaches place the text in a particular late twentieth century western context (e.g. the references to childcare technologies and practices).

Performance in AO5ii will be related to how well AO3ii observations are related to context rather than left as feature spotting.

Indicative Content

QUESTION 2: **Language Acquisition – Primary school class transcripts: with reference to the texts and to ideas from language study, write about how these children are being helped to learn early reading skills.**

Reward precision of observation and relevant application of terms and concepts about the language levels. Stronger responses will include some comment on grammatical and/or pragmatic choices. Credit groupings of examples across the data.

Assessment Objective 3

Lexis

Vocabulary choices appropriate to roles;
Idiolectal features of teacher ("oh dear");
Specialist registers collocations ("sound it and say it");
Freestanding single word utterances (absence of determiners);
Preponderance of teacher words and unison performances over shorter learner turns.

Semantics

Collective unison performance and its symbolism;
Explicit meanings in instructional language of teacher;
Teacher's words and collocations ("lovely looking and lovely listening");
Linguistic formalism in exemplar word use– decontextualised used of vocabulary items;
Limited semantics in sequencing of examplar words.

Grammar

Teacher's use of imperatives and interrogatives to manage interaction;
Minor sentences, ellipsis and elision in focused responses;
Features of spoken grammar and of non-fluency in spite of formal institutional context.

Pragmatics

Learning to read is a technical accomplishment;
The intensively defined role of the teacher in relation to the learner is not in question;
Children learn reading by designed, stepped, explicit methods;
Co-constructed meaning making is not central to learning to read or to literacy;
Multi-modal performances of sound-gesture-visual stimulus consolidate learning.

Discourse structure

Asymmetric power in institutional relationship: consistently teacher directed;
Participative interaction but only narrowly co-constructed;
Absence of learner-initiated topic sequences;
Known answer questions to test understanding and performance;
Monitoring focused IRF sequences (initiation, response, feedback);
Evaluative monitoring comments on linguistic and social behaviour (also encouragement);
Distribution of turns to ensure common learning across group;
Metadiscourse of reinforcement by designed interaction (psycholinguistic underpinning);
Metadiscourse of discourse technology to promote learning to read (rationale based);
Segmentation of words by constituent letter strings;
Call and response unison performance orchestrated by controlling participant;

Consistent obedient, focused performance by chosen interlocutors;
Stimulus directed sequencing of some utterances.

Phonology

Phoneme grapheme hybrid used as the unit of utterance (l-e-g – letter sound plus schwa);
Function and effect of calling out in unison;
Possible absence of important phonological and visual information in this transcript.

Assessment Objective 4

Assessment Objective 4 tests knowledge of ideas, methods and evidence from studies of language in use. In Child Language Acquisition answers this will be evidenced by the ideas from language study (theoretical and research frameworks) the candidate is able to bring to bear on their analysis and which inform how they see and can interpret the material set. Such knowledge and understanding must be applied to the particular question and associated data. Examiners should seek to credit relevant knowledge and understanding of what these transcripts show about how these children are being helped to learn early reading and writing skills.

Such relevant AO4 knowledge pre-supposes a **rich text interpretative framework** and also some knowledge of the theories and debates about the learning of written language and literacy. **Deficit prescriptive evaluations** may limit relevant purchase on the data. Good candidates should be familiar with the kind of metalanguage and concepts indicated in the AO3 descriptors. They will be familiar with ideas about how learning to read and write operates differently from spoken acquisition and usually involves some element of explicit tuition by more expert and more literate members of the community. The particular data set exemplifies the kind of pedagogic "technologies" associated with recent policy in English Primary schools including the greater emphasis on phonics and the linguistic formal focus of the National Literacy Strategy (as distinct from the "whole book" orthodoxy of the recent past). A key feature of these recent innovations is that they are based upon research from psychology and are supposed to work by planned structural interactions and reinforcement.

There is no expectation that a candidate answering this question should be conversant with named research relating to the literacy strategy, phonics and the reading debate. There is plenty of self-evident material to comment on in the data which shows the basis of the teachers' approach and its foundation in her expertise and implied theoretical orientation. For example the strategies for encouraging, monitoring and evaluating responses all imply a pre-occupation with a forms-focused approach to learning to read over one concerned with meaning making and social functions.

Strong answers will show a degree of tentativeness in how they analyse and interpret the material, and will keep a consistent focus on the various methods being used here to help children to read including the planned, staged sequencing of the interaction and the use of strategies to encourage, monitor, reinforce and test learning. Relevant appropriate AO4 coverage which shows explicit awareness of the research debate about reading should be credited strongly but such knowledge and understanding is not a pre-condition for a high score. Other candidates will extend their understanding from models taken from study of spoken language acquisition, discourse analysis and critical language awareness.

Stronger answers in the 24-35 range will focus consistently on the question in relation to the data and will be informed by secure knowledge of ideas from language study research and theorising including those relating to early reading and writing. Theoretical ideas will inform the interpretation but without imposing on the data to make it fit the research preconception.

Responses will tend to be more explicit and wide ranging in their coverage, more probing and explicit in their analysis and more cautious in the way in which they draw conclusions on the basis of this evidence (due tentativeness). There may be some preparedness to consider the data and research

background critically. There may also be some credit for comment on the limitations of the data as evidence (e.g. its limited information about context and about visual and phonological details).

Sharper AO4 coverage may include comment on the narrower and more defined sense of reading in play here than in some models of early literacy. Other differentiators may include comments on the institutional context and its implications for the kinds of language choices that are permissible (cf AO5ii).

Higher band AO4 coverage will show detailed awareness that there are features and patterns of language being used here to define and consolidate learning how to read and write.

Such answers may be explicit about the role of explicit tuition in learning to read and the importance of more expert users' scaffolding learning. As in question 1, there should be some awareness that the learning of language is not just a formal linguistic accomplishment but also a route to enculturation and literacy (in its wider social sense [e.g. Street 1981,1997]) .

Answers in the 12-24 range will show some of the qualities in the range above but coverage will be less secure and consistent in the attention given to the question in relation to the data. A common limitation of AO4 at this level will be the combination of assured knowledge of ideas from language study accompanied by overassertive and uncritical application. It is possible that some responses may adopt a strident evaluation of the teacher's approach which goes beyond the evidence. Others may be primarily descriptive without offering sufficient analysis and interpretation based on language study ideas. At the lower levels of this AO4 coverage answers may be uneven, oversimplified or over-assertive in their coverage of some important material.

Answers in the 0-11 band will be more fundamentally flawed in their coverage of ideas from language study. Such weaknesses include:

relevant but ignorant responses which demonstrate no more than weak AO4 subject knowledge and understanding.

deficit accounts which suggest little understanding of the descriptive rich text interpretation that informs approaches based on language study principles and which is necessary to make sense of such transcripts. For example those made up largely of social and evaluative comments.

Fundamentally irrelevant answers may include those which give general chronological surveys of child development and can only be credited where coverage is appropriate to the question set.

Research coverage

Accessible material about children's early literacy is less available than that for spoken Acquisition. Answers will tend to be focused on more on analysing these data than on citing secondary sources. Where secondary sources are used the credit should be as much for the way they are used to provide a stronger evidence base for the response to the question as for the fact that the candidate has access to a particular text or texts.

Assessment Objective 5 ii

Contextual awareness is likely to be mixed in with coverage of AO3 and AO4 rather than in separate paragraphs. Contextual awareness will relate to:

- the situational variation (use variation);
- the specific contextual factors relating to language development;
- temporal aspects.

The **situational variation** aspects relate to adult/child interactions in institutional contexts such as school. The tenor of the teacher's talk is predicated on this context and would be unlikely to thrive outside these special conditions. The situational variation aspect also relates to the pedagogical function of teaching and learning about reading. The general **child language acquisition context** relates to the difficulties involved in the learning of the associations between sounds and alphabetical symbols and the ways of approaching this problem. There is also a dimension concerning the learning of social norms and roles including the role of the pupil in the classroom. **Temporal aspects** of context would include the notion that this didactic approach to reading was in popular use before and has been revived more recently.

Performance in AO5ii will be related to how well AO3ii observations are related to context rather than left as feature spotting.

QUESTION 3: Language Change – Versions of a poem, Sonnet 18, written by William Shakespeare. Explain how some of their features demonstrate changes in language and style over time. You should take account of context in your answer.

Reward precision of observation and relevant application of terms and concepts about the language levels. Stronger responses will include some comment on grammatical and/or pragmatic choices. Credit groupings of examples across the data.

Detailed attention to two of the three texts

Note on rubric and coverage of texts

Where a candidate answers on only one text this script should be referred to a team leader. Candidates may answer on either two or three texts and achieve full credit.

Assessment Objective 3

Graphology and Orthography

Printing conventions of 17th century text F including long S, u/v distinction, emboldened larger case first letter;
Capitalisation similarities and differences in F and H (e.g. "summer" and "death");
Contrasts in use of contractions ("wandr'st"/"wand'rest");
Orthographic conventions including those in "sommer", untrim'd", "eternall";
Use of square bracket and absence of capitalisation and grapheme doubling in G;
Absence of suprasegmental information in F correlating with punctuation in G or H;
Comments on phonemic symbols used in G compared with alphabetical graphemes;
Evolution of print technology (F and H); significance of handwriting in G;
Punctuation including conventions for the use of commas, colons and semi-colons (editorial and Language change norms and variations origins of variety);
Hyphenation of "sometime"(s);
Graphological signposting of discourse structure in I (print technology and genre conventions) and in punctuation in G.

Lexis and Semantics

Semantics of imagery from the natural world;
Elaborate figurative uses of language in relation to genre;
Extended metaphors, metonyms and similes;
Emotive and connative effects of vocabulary choices ("loose possession");
Repetition of vocabulary items and semantic fields;
Cultural status and idiomatic particularity of 'darling buds of May";
Use of glosses and commentary in I and what these imply about semantic change;
Contrasts in explicit register used in commentaries;
Formal choices and the temporal dimension ("thee" may now have connotations of formality).

Grammar

"Thee" as intimate form of "you", nearly an archaic use;
Syntactic parallelism and balanced sentence in final couplet;
Use of "art" for 2nd person singular present tense, now archaic;
Inverted syntax which would now seem to be poetic licence;
Some collocations would now seem ingenious and eccentric;
Grammar to cue interaction in question in poem and at close of commentary.

Discourse structure

Differing intertextuality in relationship of F, G and H to related and antecedent text;
Aesthetic choices and discourse principles relating to poem;
Specialist provenance and instrumental focus of H;
Genre conventions of a strictly constrained literary form (the sonnet);
Rhetorical, grammatical and phonological patterning of repeated structures;
Development of an argument through sequencing of ideas, analogy, logic and imagery;
Expectation and demands of rhyme scheme;
Variations in register and text type conventions in H (genres of educational Shakespeare);
Elaborate complex sentences for nuanced control of related meaning (sestet);
Possible gendered roles relating to 17th century literary (gender of addressee unspecified);
Discourse "technologies" of annotated, mediated school Shakespeare (school text book conventions).

Phonology

Clues for pronunciation and scansion in contracted forms;
Poetry as a written form designed to be spoken (mode issues) rhyme and other phonological patterning and their effects;
Evidence of post-vocalic R and a different 17th century evaluation of this feature;
Pronunciation features which would now be described as "h-dropping' and "g-dropping" in some words (again, without apparent stigma);
Diphthongs and different vowel sounds in "temperate";
Pronunciation of "often" before 19th century spelling pronunciation.

N.B. Technical coverage of grammatical, pragmatic and phonological information may be a marker of higher-level understanding.

Assessment Objective 4

Assessment Objective 4 tests knowledge of ideas, methods and evidence from studies of language in use. In Language Change answers this will be evidenced by the theoretical and research frameworks the candidate is able to bring to bear on their analysis. Such knowledge and understanding must be applied to the particular question and associated data. Examiners should seek to credit relevant knowledge and understanding of how some of the features of these texts demonstrate changes in language and style over time. They should take account of context and its relevance for situational and temporal variation.

Stronger answers in the 24-25 range will be informed by secure knowledge of ideas from language study including knowledge and understanding of the inevitability of language change, its general principles and properties, and the relationship of communicative acts from all periods to their social and linguistic contexts.

Candidates should also show the skills which come from experience of working with data sets. As a result of this strong answers will tend to be more explicit and wide ranging in their coverage, more probing and explicit in their analysis and more cautious in the way in which they draw conclusions on the basis of limited evidence (due tentativeness).

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There is an established body of knowledge about language change used in A Level Language study and focused on lexical and grammatical development. This is summarised in such primer books as Ben Graham and Michelle Lowe's *English Language for Beginners* and, in much greater detail, in David Crystal's *Encyclopedia of English Language*. Candidates may make reference to a range of references, fieldwork, examples and theorising by linguists such as that found in Freeborn's *From Old English To Standard English* and Leith's A Social History of English along with Dictionary Sources including excerpts from the OED. The important criterion is to what extent this experience provides cognitive tools which inform the relevant analysis of the data in relation to the question set. Following the AQA B research statement, candidates may make references to their own research experiences and this should be credited where used appropriately. The important issue is that the candidates' approaches are informed by cognitive tools, classifications and methods based on language study. Experiences in analysing such data in ENB4 investigations and centre fieldwork may be used as relevant background to the analysis.

Assessment Objective 5ii

Candidates will show awareness that these texts show **situational** as well as **temporal** variation. A key discriminator of better candidate achievement will be the success the student has in giving the **linguistic evidence** for attention to context as well as the way it gives evidence of broader changes in language and society at a particular time. Subtler awareness will demonstrate understanding that "society" is heterogeneous and a particular linguistic feature in a text is not proof of its general popular use.

Weaker responses will tend to be more generalised, uncritical and coarse grained in their understanding of social context.

Situational Variation

Credit discussion of the very different audiences, purposes and contexts for the texts;
Exemplification of contrasting technologies for producing a text for an educational context;
Performance/reception including phonemic performance and educational purpose;
The ways of reading presupposed by the writers;
The specialist phonemic code used in A;
The scholarly context involved in the re-construction of how a text might have sounded;
The academic conventions of glossaries and commentaries.

Temporal Variation

Relevant background knowledge of social and linguistic contexts in 17th and 20th century;
How texts demonstrate temporal variation in all language levels with abundant demonstration of changes in graphological representations including phonemic symbols and print technologies, lexis/semantics and discourse technologies;
The state of the language in the 16th century including preparedness to explore literary forms derived from other cultures, mass secondary education in 20th century in UK since WW2;
Evolution of norms and variations relating to use of thee/you and auxiliary verbs;
Print history and technology details (F only printed a little over one hundred years after first printing in England and at the time of the first dictionaries);
What the texts exemplify about specialist and mass literacy in the 17th and 20th centuries.

QUESTION 4:   **Advertisements from 1922, 1952 and 1962 editions of *The Wide World*, "The Magazine for Men". Describe and comment on what these texts show about changes in language and style over time. You should take account of context in your answer.**

Assessment Objective 3

Reward precision of observation and relevant application of terms and concepts about the language levels. Stronger responses will include some comment on grammatical and/or pragmatic choices. Credit groupings of examples across the data, and choices of data focus which allow comparability over time.

Graphology and Orthography

Choices of imagery and their significance (e.g. picture in 1952 Astorias);
Use of graphology to signal discourse and to foreground text (e.g. fonts, capitals, italics);
Space shifting and graphological sophistication of later texts (1962 Cigarettes);
Relationship of graphic to text, especially in later advertisements (1962 Austin);
Use of logos, slogans, icons and cut-out boxes;
Hyphenation for new compounds, more apparent in older texts;
Graphics pushing texts in to margins in 1962 Senior Service;
Evidence of changing balance between graphical and verbal (Kress).

Lexis: words and phrases

Formal vocabulary choices in older texts;
References to obsolete or transitional technologies ("lead packets" in 1922);
Collocations now seem quaint ("daily joy"; "covered themselves with glory";" good class");
Field specific vocabulary for technological change, sometimes transitional ("trafficators");
Lexical traces of pre-existing technologies ("riding comfort" in 1952 Morris);
Neologisms and coinages for special effect ("sizier" 1962 Austin);
Units of measurement and abbreviations(1inch; MKII (Roman numerals);
Evidence of stages of lexical innovation and diffusion.

Semantics

Authoritative tenor in older texts;
Metaphorical uses of language and their connotations then and now ("conquer";" invest");
Comparable extended metaphors in texts (1922 shaving germs/danger, 1952 -convenience);
Encoding of attitudes to gender, ethnicity and nationhood (e.g. anthrax claims in 1922);
Etymology, metaphor and cultural allusions in product descriptions and names;
Intertextuality and word play and its effect then and now ("wide world" in 1922 Douglas);
Evidence of changing norms and variations in beliefs affecting connotations and effects;
Evidence of patterns in expectations of formality, tone and tenor;
Changes in cultures of production and reception.

Grammar

Formal sentence complexity in some earlier advertisements (Culmak);
Syntactic parallism, three part structures (Wright's 1922);
Older grammatical forms which now seem rare (use of "one" in Chairman 1922);
Use of pronouns for direct address (and patterns over time);
Initial points and other devices to signal spoken language grammar for effect;
Use of minor sentences for effect (see Austin 1962);

Compounding and other morphological details in new words (1952 "road-proved");
Inverted syntax for effect and effects the and now ("a mind content");
Sentence types: declaratives; use of interrogatives and exclamatories;
Grammatical basis of linguistic innovations;
Passive constructions and effects on tone and readability;
Absence of function words and ellipsis for economy (1952 "if any difficulty in obtaining,").

Pragmatics

The reader will recognise and identify with designated societal roles;
Changing social norms and expectations reflected in language choices;
Use of material in popular comedy now (Reeves and Mortimer, Harry Enfield, Fast Show);
Attitudes gender, class, nationalism and ethnicity as sites for social change.

Discourse structure

Norms and variations in discourse structure and constituents;
Contrastive structures (Austin 1962); three part structures (Chairman 1922); argument;
Layered text for different levels of detail (1952 Morris);
Advertising as a genre;
Construction of rapport and conversationalisation;
Evidence of staging structures.

Phonology

Phonological patterning and its effects (e.g. 1962 "laid on the luxuries");
Genre expectations of this.

Assessment Objective 4

Assessment Objective 4 tests knowledge of ideas, methods and evidence from studies of language in use. In Language Change answers this will be evidenced by the theoretical and research frameworks the candidate is able to bring to bear on their analysis. Such knowledge and understanding must be applied to the particular question and associated data. Examiners should seek to credit relevant knowledge and understanding of how some of the features of these advertising texts demonstrate changes in language and style over time. They should take account of context and its relevance for situational and temporal variation.

The AO4 knowledge base relevant to this questions includes the following:

Knowledge and understanding of some of the broad lines in the history of the language including developments in the twentieth century; Knowledge and understanding of the textual strategies used in persuasive texts including advertising;
Knowledge and understanding of how the vocabulary, collocations, imagery and other stylistic choices of a text encode social values and beliefs;
Knowledge and understanding about how new words come into the language including a model of how words are innovated, diffused and codified, or not codified;
Knowledge and understanding of the morphological and etymological principles underpinning lexical innovations;
Experience of working with texts and data from different periods;
Experience of identifying comparable material to develop an investigation based on language study principles: there is no obvious merit in choosing to compare a 1920's tobacco advertisement with a 1960s car advertisement.

Research coverage and knowledge of ideas from language in use

The important issue is that the candidates' approaches are informed by cognitive tools, classifications and methods based on language study and not that the candidate has access to a particular body of named research.

There is an established body of knowledge about language change used in A Level Language study and focused on language change. This is summarised in such primer books as Ben Graham and Michelle Lowe's *English Language for Beginners* and, in much greater detail, in David Crystal's *Encyclopedia of English Language*. There is also considerable textbook coverage of advertising and of early twentieth century texts in A Level textbooks and satellite specialist books (e.g. Goddard 2002). There is also a range of textbooks on text stylistics influenced by ideas from critical language awareness (Fairclough 1995). Following the AQA B research statement, experiences in analysing data in ENB4 investigations and centre fieldwork should be credited where used appropriately.

Stronger answers in the 24-25 range will be informed by secure knowledge of ideas from language study including knowledge and understanding of the inevitability of language change, its general principles and properties, and the relationship of communicative acts from all periods to their social and linguistic contexts.

Candidates should also show the skills which come from experience of working with data sets. As a result of this, strong answers will tend to be more explicit and wide ranging in their coverage, more probing and explicit in their analysis and more cautious in the way in which they draw conclusions on the basis of limited evidence (due tentativeness).

Answers in the 12-24 range will show some of the qualities in the range above but coverage will be less secure and consistent in the attention given to the question in relation to the data. A common limitation of AO4 at this level will be the combination of assured knowledge of ideas from language study accompanied by overassertive and uncritical application.

Some weaker answers will judge the texts for their differences in content and product type or will take the form of sociological treatments of class and gender with limited linguistic focus. Such answers fall down on AO3ii and AO4.

Some weaker answers may give general chronological surveys of 20th century language or of language change in general without making these relevant to these texts and their contexts. Some weaker answers may make generalised evaluative claims about which texts are better: this has only limited relevance.

Assessment Objective 5 ii

Candidates will show awareness that these texts show **situational** as well as **temporal** variation. A key discriminator of better candidate achievement will be the success the candidate has in giving the **linguistic evidence** for attention to context in the particular textual detail, as well as the way it gives evidence of broader changes in language and society at a particular time. In question 4, descriptions of social and technological change need to be related to their linguistic indices rather than left at the level of social generalisations. Subtler awareness will demonstrate understanding that "society" is heterogeneous and a particular linguistic feature in a text is not itself proof of its general popular use in the language at a particular time.

Weaker responses will tend to be more generalised, uncritical and coarse-grained in their understanding of social context and its effects on language choices.

Situational Variation

Credit discussion of the grounds of comparability in related text and product types;
Focus on persuasive function and the strategies for achieving this in relation to audience;
Focus on the particular construction of audience and context in *Wide World* magazine;
Ways in which these texts are particular to their unique conditions as well as representative.

Temporal Variation

How texts demonstrate temporal variation at all language levels but especially the lexical and semantic: open class words; connotations and denotations;
Technological innovations as sites for vocabulary and graphological change;
The relationship between the social and the technological in such innovations;
Changes in social norms, expectations and education affect the way a text is interpreted;
Factors influencing language choices in the 20th century including the Empire, relative increases in prosperity accompanying mass markets and "the consumer society", the development of mass media and popular culture, mass secondary education following 1945, expansion of post compulsory education since these texts were written, feminism and the re-definition of ethnicity;
Print history and technology details (offset litho);
Professionalisation and evolving sophistication of "discourse technologies"(Fairclough)in advertising; continuing change since 1962.