



## **General Certificate of Education**

# **English Language 6706** *Specification B*

**ENB6      Language Development**

## **Mark Scheme**

*2007 examination - June series*

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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**General Numerical Mark Scheme: All Questions**

Marks	Content Descriptors
0-5	<p>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.</p> <p>AO3ii Very limited attempt at application of frameworks; generally not reliable and systematic; observations on data confined to one or two references.</p> <p>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.</p> <p>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.</p>
6-11	<p>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.</p> <p>AO3ii Limited attempt at application of frameworks; generally unreliable and rarely systematic; observations on data confined to isolated references.</p> <p>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.</p> <p>AO5ii Recognises one or two factors influencing form, meaning and diversity in data; identifies one or two contextual factors of data.</p>
12-17	<p>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.</p> <p>AO3ii Attempts some application of frameworks but not always successfully, reliably or systematically; some valid observations on data.</p> <p>AO4 Some awareness of a limited number of factors governing language use in data; discusses concept of language in use in relation to data.</p> <p>AO5ii Recognises some features influencing form, meaning and diversity in data; identifies some contextual factors of data.</p>

18-23	<p>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.</p> <p>AO3ii Application of frameworks to data evident, but some lapses in reliability and lacking in systematic treatment; some valid and sensible observations on data and touching on subtler awareness (including grammatical points or other technical aspects).</p> <p>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.</p> <p>AO5ii Some awareness of contextual factors influencing form, meaning and diversity in data; identifies and interprets a number of contextual factors of data.</p>
24-29	<p>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.</p> <p>AO3ii Generally reliable and systematic application of frameworks to the data; makes generally secure linguistic observations on data. Engages with more technical aspects such as grammar, discourse or cohesion.</p> <p>AO4 Sound understanding of factors governing language use in data; often effective discussion of concept of language in use in relation to data.</p> <p>AO5ii Shows awareness of factors influencing form, meaning and diversity in data; generally clear description and interpretation of distinctive contextual factors of data.</p>
30-35	<p>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.</p> <p>AO3ii Reliable and systematic application of frameworks to the data; makes informed linguistic observations on data. Engages with more technical aspects such as grammar, discourse or cohesion.</p> <p>AO4 Perceptive insight into many factors governing language use in data; effective discussion of concept of language in use in relation to data.</p> <p>AO5ii Shows understanding of factors influencing form, meaning and diversity in data; clear description and interpretation of distinctive contextual factors of data.</p>

## Indicative content for Question 1

*Texts A and B are transcripts of conversations between Hollie and her cousin, Ewan. They are both four years old. They are 'playing shops' in the living room of Ewan's house. Their aunt, Laura, is present as she is looking after the children and observing their play for research.*

*Referring in detail to both transcripts, and to relevant ideas from language study, describe and comment on the language used by Hollie and Ewan in their interactions and role-play.*

You may wish to comment on **some** of the following:

- *lexical choices made*
- *discourse and conversational structure*
- *pragmatics*
- *gender and power*

### Advice when marking

This question focuses on children's interactions within a play environment and, because the children are aged four, does not allow a discussion of early developmental stages. However, they are able to combine their AS topic knowledge and discourse analysis skills with the A2 acquisition theories (AO4).

It should be expected that stronger answers will link contextual factors (AO5) with frameworks (AO3) and perhaps compare language use in both transcripts. For 24-35 mark bands it is expected that there will be a demonstration of a range of ideas from the frameworks, sensible AO4 links and a subtler connection with the children's language use (evidence possibly by some recognition of the synoptic nature of this unit and key concepts/ideas from AS).

Weaker answers may handle the transcripts in more of a chronological and feature-spotting approach, although identifying some valid comments from the list below. Discussion may not be developed. In the lower bands a deficit approach to the data might be taken, which will focus on what the children cannot do rather than their social understanding of interaction and their environment.

### Possible coverage

The following features are not exhaustive and discussion may arise from interpretations of the data that are not on this list; some may be speculative and inappropriate deductions but some may show that there is some sensitivity to the children's language use and their motivations. Look to positively reward where answers attempt to support their ideas through exemplification and development of ideas beyond simple surface assertions.

#### AO3

##### Lexis/Semantics

- Field specific lexis to shops and transactions between customer and shopkeeper.

##### Grammar

- Use of ellipsis;
- Use of standard and non-standard English features;
- Use of modal verbs as part of customer/shopkeeper exchange.

**Discourse**

- Turntaking – adjacency pairs, use of tag questions;
- Uses and effects of pauses;
- Topic Control/management – introduction of topics, use of imperatives/interrogatives and tag questions and significance of using names;
- Length and number of utterances by each child;
- Interruptions/overlaps.

**Pragmatics**

- shared understanding of rules of play and effect of breaking them (Hollie);
- shared knowledge of each other;
- understanding of ascribed roles;
- Hollie’s awareness and adoption of adult roles/language use (and interaction with observer, Laura);
- Politeness rules applied to roles/communication exchange as customer/shopkeeper.

**AO4 Ideas**

- communicative competence;
- dominance;
- gender debates;
- elaborated/restricted code;
- idiolect/dialect;
- formality levels/register.

**AO4 Research**

- Vygotsky;
- Garvey;
- Gender theorists;
- Halliday/Dore;
- Chomsky/Skinner/Piaget.

**AO5 Context**

- functional role play as shopkeeper/customer using props;
- play within the home environment;
- Context as cousins;
- Developmental stages of spoken language development;
- Influence of age and gender.

## **Indicative content for Question 2**

*Texts C, D, E and F are facsimiles of postcards sent by children. They were on holiday together in Spain, writing to family members back home.*

*Referring in detail to the data, and to relevant ideas from language study, explore what these texts show about children's written language development from the ages of five to eleven.*

*You may wish to comment on **some** of the following:*

- *audience and genre*
- *grammatical and lexical features*
- *topic choices*
- *letter formation and other graphological aspects*

## **Advice when marking**

This question asks for an awareness of the stages of written development that a child experiences and looks at the whole age range for primary school age children (5-11 i.e. Reception to Year Six). This allows an opportunity to demonstrate strong AO4 awareness (school literacy and researchers such as Kroll) but these should be linked to the frameworks (AO3) and contextual motivations linked to the children's holidays and their awareness and understanding of postcard conventions.

It is likely that stronger responses will offer some comparisons between the texts and show subtler awareness of how the genre conventions are met through language use and the content and structure of the postcards. There could also be a more positive response to the children's sophistication in terms of their awareness of audience reception and that their postcards will be read by others at home; this could be linked to the pragmatic framework, as the children mature they show an ability to use and manipulate shared knowledge by offering information to the far-away reader that they can understand.

Weaker responses may use the frameworks of lexis and graphology to identify individual features of the texts and use AO4 uncritically.

## **Possible coverage**

The following features are not exhaustive and discussion may arise from interpretations of the data that are not on this list; some may be speculative and inappropriate deductions but some may show that there is some sensitivity to the children's language use and their motivations. Look to positively reward where answers attempt to support their ideas through exemplification and development of ideas beyond simple surface assertions.

Equal coverage of the texts is not expected and some candidates may not choose to answer on all texts but can still be rewarded at the highest level.

## **General features of Texts C, D, E and F**

### **A03**

#### **Lexis/Semantics**

- Words associated with holidays;
- Positive lexis, eg “great/lovely”;
- Use of adjectives and descriptive lexis.

#### **Grammar**

- Use of declarative and exclamatory sentences;
- Register – formality levels shown in non-abbreviations and use of Standard English.

#### **Discourse**

- structure of letters used to address and sign-off;
- linking of ideas/paragraphs.

#### **Pragmatics**

- shared understanding of postcard conventions (eg the information that is required to be conveyed);
- shared knowledge between sender and addressee.

#### **Graphology**

- handwriting formation;
- paragraphing;
- punctuation.

#### **Orthography**

- patterns in children’s spelling and their principles;
- development of graphemes and phonemic awareness over the data.

### **A04 Ideas from language study/research**

- Kroll/Crystal etc;
- Piaget;
- Perera;
- Halliday;
- Own research;
- Stages of development outlined in the Key Stages used in schools.

### **A05 Context**

- Situational context of holiday;
- Developmental contexts of stages of written language development;
- Social ritual postcard writing as a compulsory aspect of a holiday and an expected social interaction from family and friends at home.



**Specific features of the texts that could be commented upon.**

**Text A**

Discussions of graphological and orthographical features may dominate. This text is from the early stages of written development and shows understanding of lineation, word separation and spacing, as well as an understanding of appropriate discourse structure with the to/from mode of address. The child's use of symbols to denote affection to the recipient may be commented upon.

The egocentric approach may be noted in the pronoun use/the expression of personal preferences and, grammatically, the repetition of declarative sentences. Answers may also note the use of simple sentences and phonetic spelling.

The child's awareness of genre conventions is also demonstrated by the choices of topics and relevant lexical use.

Linking to Kroll's stages may be evidenced and apt use of theorists more associated with spoken acquisition, such as Piaget and Halliday, could be integrated effectively (AO4).

**Text B**

The frameworks of graphology may yield some discussion of punctuation and its use and self-correction, along with the development of cursive handwriting.

Comments might be suggested about the variation of sentences to create interest for the reader (and possible links with teaching) and the controlled use of tense to inform the recipient of past and present actions – including use of verb phrases/auxiliary verbs.

Other more insightful comments might focus on the expression of personal preferences and the pronoun use to indicate that there are other people on holiday with the sender.

**Text C**

Beyond lexical and topic choices answers may discuss the formality of style (not using elision), perhaps to suit the recipient of the postcard (although the distance is lowered in the use of nicknames in the sign-off). This postcard relies on shared knowledge and some might speculate on the reasons for focusing on the hill and "Mummy's" reaction.

The reference to the day of writing and the connections to school activities may be noted.

**Text D**

The postcard of the oldest child shows the maturity that can be achieved at age 11. Comments might be made on the sophistication of the writing with the effective use of paragraphing and the growing complexity of grammatical constructions (sentences and use of tripartite constructions). An awareness of colloquial or slang in some of the lexical choices could be discussed.

The understanding of audience is strongly shown in this text with the explanations given of people they are with and the concluding comment displaying shared knowledge about future actions i.e. the "uniform".

### Indicative content for Question 3

*Text G is from a women's magazine from the 1950s about the latest summer fashion trends.*

*Referring in detail to the text, and to relevant ideas from language study, write about some of the significant language features of the text.*

*You may wish to comment on **some** of the following:*

*the relationship between language change and social changes  
lexical and semantic change  
how the writer addresses the audience*

### Advice when marking

This question should provide opportunities to make a range of contextual comments (AO5) but does not offer too much scope for spotting features of pejoration and amelioration. As this is a synoptic module answers may use skills from data analysis and AS concepts and ideas to inform comments on this text.

Stronger answers may see the pragmatic and social context of the text and make connections to their knowledge of modern equivalents in magazines, perhaps exploring some similarities and differences.

A focus on graphology would signal a weaker response but some may see the links to the descriptions offered in the text, thereby referring to lexical, grammatical and pragmatic points (AO3) and so may make some more developed contextual comments. The linking between AO3 and AO5 is often a key discriminator, as is the exploring of ideas rather than isolated references to features.

Weaker answers may also focus on general contextual details without showing linguistic awareness.

### Possible coverage

The following features are not exhaustive and discussion may arise from interpretations of the data that are not on this list. Answers may also cite other examples from the field of clothing to show language change from the 1950s to the present day and these should be credited, if relevant.

### General features of all texts

#### A03 Lexis/Semantics

- Outmoded lexical choices, eg frock (although this term has seen a recent revival);
- Terms for materials such as taffeta/rayon;
- Lexical change i.e. gay;
- Semantic field of fashion and clothing fits.

#### Grammar

- Pronoun use/choice;
- Descriptive detail added through pre and post modification;
- Use of elision and punctuation features to add asides/additional comments;
- Varying of sentences – complexity and function.

**Discourse**

- Direct mode of address, personal writing style and inclusivity providing an opportunity to consider the register and the tone the writer takes to the audience;
- Conversational, informal style;
- Advisory tone.

**Graphology**

- Comments could be made on the use of photos.

**AO4 Ideas from language study/research**

- gender studies, eg Lakoff;
- amelioration, pejoration etc.

**AO5 Context**

- lack of change in fashion articles over time (answers could comment on similarities with the present day);
- social factors with pragmatics of text being that women had limited opportunities to buy new clothes;
- technological factors – importance placed on being able to wash them;
- social factors of changing fashion styles for women, eg length of skirts, comments on midriff and low necklines etc;
- references to pre-decimalisation currency;
- estimates of prices unusual concepts to today's audience;
- dresses given style names, perhaps to indicate limited number of ranges, compared to label obsessed world of the modern day;
- clothes targeted at ages with styles to suit, again different in the modern fashion context.

#### **Indicative content for Question 4**

*Texts H and I are both advising on the use of St John's Wort, a natural health remedy. Text H is from *The English Phyfitian Enlarged* by Nich. Culpeper. It was published in 1652. Text I is from a medical website "Patient UK".*

*Referring in detail to both texts, and to ideas from language study, discuss how language has developed over time.*

*You may wish to comment on **some** of the following:*

- *lexical choices*
- *grammatical changes*
- *technological developments*
- *how the writers present information and advice*

#### **Advice when marking**

There should be scope within the data for varied responses and identification of features of the texts.

Weaker answers may simply spot surface features of each text and focus mostly on lexis and graphology, making general comments about technological contextual factors. These will struggle to move into the 18-23 band. AO4 may be used uncritically and historical timelines of the standardisation process produce essay-like, rather than databased, responses that are unhelpful.

Stronger responses will be able to link AO3 with AO5 and see the complexities in the way that the audience of each would use the information from the texts and their expectations of the plant's healing properties. There may be a range of contextual motivations suggested that affect the data such as social and scientific changes. The use of the grammatical and pragmatic framework will probably indicate a higher-level response, although some more subtle comments on lexis and semantics may be evident.

#### **Possible coverage**

A list of possible features is offered below but these are not exhaustive and responses may make other suggestions that are valid and should be given credit.

#### **General features of texts**

##### **AO3 Lexis/Semantics**

- Descriptive lexis used in 17th century text;
- Some euphemistic vocabulary in older data;
- Use of similes to help the reader in older text;
- Semantic field of illness and disease;
- Use of medical and scientific jargon/lexis in 2005 text;
- Repetition of some lexis such as 'however' and sometimes.

### **Grammar**

- Verb inflections of 17th century text;
- Modal verbs and conditional clauses used in modern text;
- Sentence complexity of older text;
- Simple sentences used in 2005 data;
- Use of second person pronouns in 2005 text;
- Use of negatives in modern text;
- Use of declaratives in both texts because of their informative nature;
- Capitalising of common nouns in 17th century text;
- Use of commas in older text.

### **Discourse**

- section headings in website structured mainly in questions (imagined reader/patient);
- less space given to description of the plant in 2005 (see hyphenated words to condense description) as compared to older data;
- objective registers in each.

### **Pragmatics**

- shared knowledge in older text with an audience who would have to go and find the plant themselves (links to level of description the writer provides about its appearance);
- focus in 2005 website is on the symptoms (more emotional than physical) whereas, in 1652, emphasis is on the illnesses it can cure;
- implied in the 2005 data is the writer/website's awareness of avoiding litigation by using conditional clauses, modal verbs and giving the advantages and disadvantages of the plant's use.

### **Graphology**

- layout of older text with checklist of illness and separate sections/headings;
- use of logo in 2005 website;
- use of boxing on modern text to separate important information.

### **Orthography**

- use of long s;
- variant spelling s of final e in plural endings;
- interchangeable i/y;
- standardisation of spelling in 2005 text (spell check on computers).

### **A04 Ideas from language study/research**

- Early data is pre-standardisation so there may be reference to the key timescales and how this text fits within this;
- Internet studies may be used;
- Ideas about word formation may be cited;
- Own findings in class or for a language investigation.

### **A05 Context**

- changes in the English Language over time between 1652 and 2005 as a result of technological advances in communication and the development of the Internet, with issues of access and use by a more active, diverse and educated audience;
- Social context of litigation in the modern text and home-grown/self-help approach of older text;
- scientific and medical change in society between the times of the two texts.