



General Certificate of Education

English Language 6076 *Specification B*

ENB6 Language Development

Mark Scheme

2008 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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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Set and published by the Assessment and Qualifications Alliance.

General Principles

ENB6 is the synoptic module and allows candidates to demonstrate their knowledge and understanding and apply their skills developed over their AS and A2 study.

The candidates are required to identify and describe features and patterns of texts in relation to the question set, and to analyse these by relating them to contextual explanations.

The focus is on two topic areas: language acquisition and language change. A choice of two questions in each topic area responds to the different strands of the specification such as spoken and written language acquisition and a historical or contemporary approach to language change.

As a synoptic paper, ENB6 tests knowledge, understanding and analytical practices learned in the course of the whole A Level, including the skills in working methodically with diverse texts types and data sets. It rewards careful method, awareness of the limitations of the data set, due tentativeness and awareness of the different possibilities of interpretation. This reward is shown in a mark scheme that differentiates possible achievement for each Assessment Objective so that a fair mark can be awarded for each question.

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 the approaches taken (5% A2) |
| AO4 | understand, discuss and explore concepts and issues relating to language in use (5% A2) |
| AO5 | distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context (7.5% A2) |

General Guidance for Examiners

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievement of candidates
- place candidates in the appropriate mark band and in the appropriate part of that mark scheme (high, low, middle)
- ensure comparability of assessment for all candidates, regardless of question, choice of texts or examiner
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded.

A Positive Approach

It is important to be open-minded and positive when marking scripts.

The specification recognises the variety of experiences and knowledge that candidate 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 candidate offers and not to judge the script against some ideal standard.

The Mark Scheme Structure

The *General Numerical Mark Scheme* has generic descriptors for each assessment objective at each mark band. The *Indicative Content* indicates likely coverage and features of stronger and weaker answers on a particular question.

The general marking grid has six broad bands representing different levels of achievement. These bands are not equivalent to notional grade boundaries. Do not think of them as actual grade boundaries; this is a task for the Awards meeting.

Awarding Assessment Objectives

The Assessment Objectives should be familiar to the candidates from their AS modules and from A2 coursework as it should be used by teachers to help the candidates structure and improve their work.

As general guidance when identifying how candidates have met Assessment Objectives, placing the AO number in the margin is helpful, although AO1 tends to be used to highlight inaccuracies in expression.

As AO5 is the dominant Assessment Objective, stronger candidates will make links between context (AO5) and frameworks (AO3) and language studies (AO4) will be used helpfully to link to features (perhaps in a more critical fashion).

No AO3 framework is given dominance in the Assessment Objectives but the identification and discussion of grammatical features can be a discriminator for the top bands and is referred to in the Mark Scheme descriptors.

AO4 can be used differently in response to language acquisition and language change questions and there does not have to be consistency of coverage in the responses to the two questions. There can be a variation in the number of references to research and ideas from language study. The many theories available in the spoken language acquisition field mean that candidates can search for features that can be linked to these and AO4 can be used significantly in an answer. There may be fewer examples of AO4 in response to written data, although there are many relevant research studies. With language change candidates may allude more to language study ideas and use relevant terminology to highlight word formations. Much of the AO4 offered in the language change section depends on the data offered on the paper, as older texts allow scope to show historical approaches/timelines and some data will provide the opportunity to discuss theories and concepts studied at AS. The key discriminator for AO4 is not what the candidate uses but how it adds to, and informs, their analysis of the given data.

Annotating Scripts

The way that you arrive at a mark should be recorded on the script. This will help you make accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment be required.

To this end you should:

1. identify relevant points with one tick or two ticks – be precise with placing your tick on the relevant comment
2. identify incomplete development of relevant coverage by an arrow to the right
3. indicate extended irrelevance with a vertical line
4. identify errors of factual accuracy or where clarity is in doubt with a question mark;
5. place AO related annotation in the margin
6. write a brief summative comment at the end indicating the reasons for placing the answer in the mark band. This should be kept brief and mark scheme-focused
7. please do not have negative comments about candidates' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

Please consider where in the bands the answer should be placed. There are six marks per band that should reflect whether the response is:

- just into the band with some elements of the contents descriptors alongside all those from the one below;
- in the middle of the band because more secure than borderline, but not confidently meeting the descriptors at that level;
- securely in the band and meeting all the contents descriptors in a confident manner, but not meeting the descriptors for the next band.

Indicative content

An indicative content is provided with some of the features and frameworks on which candidates may comment.

However credit should be given for other valid observations that they may make even if these are not listed in the mark scheme

General Numerical Mark Scheme: All Questions

Marks	Content 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	<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>A03ii 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>A04 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>
	<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

Advice when marking

Some candidates may focus more on the interaction between James and his parents because there is more scope for talking about the stages of development and his grammatical constructions. Stronger responses may range more widely, considering the power/ gender issues raised by the texts with the interaction between the parents and children.

All approaches are valid and a deficit approach to marking should not be adopted to what the candidates omit to discuss (given the amount of time they have in the exam both to read and absorb the texts and construct a response). Look to positively reward answers that attempt to support their ideas through exemplification/development of ideas beyond simple assertions.

AO3 Frameworks

The children's language use:

- Charlotte and Molly's minimal responses to mother's attempts to involve them and use of short or confrontational utterances
- Molly's use of one word utterances to assert her unwillingness to enter into conversation (or from a desire to watch television)
- Charlotte's use of the first person pronoun to assert herself
- Charlotte and Molly's verbal reactions to their father in their attempts to gain his attention
- Little direct interaction between the siblings
- James' stage of development and missing out of auxiliary verbs and pronouns, overgeneralising of the past tense, phonological substitution and elliptical sentence constructions
- James' major role in the transcripts with completing the mother's adjacency pairs and eagerness to participate in activities (perhaps to please his mother and for his own learning/enjoyment)
- Children's differing length of utterances e.g. Charlotte's more complex sentence construction compared to James

Aspects of the parents' language that could be analysed:

- features of CDS used by mother e.g. questions, expansion
- nicknames/vocatives used for the children by each parent and links to gender debates
- turntaking between mother and children and mother's strategies for involving all the children with directed questions
- politeness strategies (eg modal verbs, apologies for errors and lexical choices such as 'please' and 'thank you') and verbal rewards/punishment offered by parents
- features of CDS used by father
- prosodic features and pauses to exert control or divert attention
- lexical choices built around the children's knowledge and experiences of the world i.e. past shared events, school and games

AO4 Research/language study idea

The nature of the data will most likely enable candidates to offer some comments on social/interactionist theories and Child Directed Speech ideas. Chomsky and Skinner may also be cited and linked to examples of James' language use and the parents' use of praise and rewards. Reward AO4 that is linked relevantly to the data.

AO5 Context

Relevant areas for discussion could be:

- domestic setting – aspects of play and learning and the context of a playroom shared by the children / social/family context – relationship with parents, siblings and position, shared knowledge
- cultural factors such as the impact of the TV on language use
- external contexts such as school and literacy (Oxford Reading Tree)
- attitudes to parenting exhibited by the mother/father

Indicative content for Question 2**Advice when marking**

This question should offer the opportunity to demonstrate an understanding of children's early literacy development with the focus on children's experience of both reading and writing.

Coverage of both texts is expected but it is likely that there will be some that concentrate more on one data set than the other.

However, at the higher levels, it is expected that an answer should draw links between the reading book and the book created by the child, as this will produce contextual conclusions (AO5). More perceptive responses will use the frameworks (AO3) to draw similarities and explore differences between the texts, showing an awareness of the child's quite sophisticated awareness of genre conventions and the ways that the adaptation of the original story is a reflection of their own environment and concerns.

Less secure answers are likely to focus on the content and make simple lexical and graphological comments that are valid but unlikely to move into the 18-35 region of the mark scheme. Descriptive approaches are indicators of the lower end of the mark scheme (6-17) but can still show some engagement with the texts, although at a surface level.

Look to reward positively where answers attempt to support their ideas through exemplification and development of ideas beyond simple surface assertions.

AO3 Frameworks**Text C**

- **non-standard sentence constructions**
- use of direct speech
- graphological features – layout, pictures, ratio of writing to visual elements
- concrete nouns
- adjectives and pre/post modification
- repetition of lexis and grammatical structures
- mix of concrete and abstract ideas
- limited use of punctuation
- use of simple verb forms
- anaphoric referencing/pronoun use
- phonological/rhythmical effects

Text D

- mechanical skills of writing, letter formation, spacing
- punctuation
- sentence construction
- awareness of narrative genre conventions
- cohesive devices such as ‘then’ and pronoun use
- spelling – phoneme/grapheme accuracy, reasons for ‘mistakes’ and patterns
- register choices
- abstract and concrete meanings drawn from description and lexical choices
- graphology – colourful drawings to represent content and detail in pictures
- direct speech

Features for comparison between the texts

- title adaptation in Text D
- similarities in the narrative content and structure
- differences in narrative in Text D with role of the mother within the story
- graphological devices used in each
- meanings and messages implied by the texts
- audience / purpose / genre / register

AO4 Ideas from language study/research

There might be references to other theorists they may have encountered in their study of children’s reading and writing. Multimodality may be an aspect of the texts explored, as could phonics.

Credit should be given when the theory is linked to the data, rather than being offered as generalised or irrelevant passages of the answer.

AO5 Context

- school and home literacy practices embedded into each text
- imagination, play and learning
- mode of production of each text (published/professional v homemade/handwritten)
- public v domestic texts
- cultural experiences highlighted in the texts
- reading and writing

Indicative content for Question 3**Advice when marking**

This question brings together data from the OED, which candidates should have encountered in their studies with its illustrating of how words and phrases change over time, and a contemporary article that reflects on current language change. There should be plenty of opportunity for AO3, AO4 and AO5.

Stronger answers may see the bias of the article’s writer towards dismissing some recent changes in language use (identifying the prescriptive approach, while recognising that the book it is reviewing is taking a more descriptive view of language change).

AO3 Frameworks

Text E

There may be a discussion of some of the following words given in the text - dispatch service facilitators, tsar, the lexical alternatives for *fried food*, *dew-fresh*, *executive managers*, *the prefixes of uber*, *mega etc.*, *superhero*, *fanboys*, and *sudoku*. These will provide examples of:

- neologisms, coinages, compounding, broadening and borrowing of words
- metaphorical word usage
- hyphenation and its effect
- pragmatics involved in job titles
- current uses and effects of affixing

There could also be consideration of:

- mode of address by the writer and the attitudes conveyed in the article.

Text F

There may be a discussion of some of the following words given in the text – *crunk*, *hip-hop*, *rap*, *urban-music*, *bling*, *no-brainer*, *chav*.

These will provide examples of:

- blending of words to create new meanings for different contexts
- coinages
- slang terms and its influences
- conversions from verbs to nouns.

There may also be discussion of other examples in the text such as popular culture references that may lead to contextual (AO5) comments.

AO4 Ideas from language study/research

Prescriptive and descriptive attitudes towards language change could be discussed with examples from the text to support comment. Both the article and the OED extracts provide scope for a highlighting of the changing meaning of words and use of relevant terminology such as broadening, amelioration etc.

AO5 Context

The article and OED examples raise a variety of contexts:

- impact of political correctness on language
- social factors
- competition within professions and the workplace
- influence of advertising and marketing strategies
- effects of popular culture (TV, internet, music, films and fashion)
- media hype
- influences of other culture because of globalisation/marketing

Indicative content for Question 4**Advice when marking**

This question offers opportunity for comparisons between a modern and older text. Comparisons could be focused more around genre, purpose, audience and similarity of topic. Perhaps the modern text will provide the structure for the answer, with links offered to Text G. Stronger answers will exhibit an AO3 focus (concentrating on grammatical, discourse and pragmatic frameworks), be comparative and make insightful AO5 comments. Weaker responses may not relate the texts to each other effectively.

AO3 Frameworks**Text G**

- extended s
- use of Italian
- pronoun use
- punctuation / sentence complexity and syntax
- publishing/layout conventions
- lexis that appears archaic to a modern audience

Text H

- elliptical constructions and use of ellipsis for effect
- non-standard punctuation and spelling
- graphology – font, layout
- pronoun use and their effects
- shared references
- spoken features / colloquial tone and lexical choices, including slang and mild taboo language

Possible comparisons

- purpose – information/entertainment devices used (including mixing of declaratives and exclamatory sentences to convey feeling and mood)
- shared references available to an 18th century and 21st century audience
- medium/channel differences of a book and an email
- references to religion
- first person narrative and voice of the narrator /mode of address/relationship with the audience / register/formality levels

AO4 Ideas from language study/research

There may be references to Johnson's dictionary, given the publishing period of Text G, and some technological studies relevant to Text H alongside the informalisation and less prescriptive attitudes to English shown in the modern text.

AO5 Context

- travel & globalisation – types/class of travellers, places of travel and reporting of experiences to people at home
- social relationships – Thrale's implicit sense of social hierarchies in her society and the purpose of an email to maintain friendships back at home as evidenced in Text H
- impact of new technologies – immediacy and speed of communication and its effect on Standard English use
- attitudes to other cultures – particularly poorer people met whilst travelling and comments on national attitudes of the country and about Britain