



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2003

GCE

English Language A

Unit EA2W

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Unit 2: Using Language

Distribution of Assessment Objectives and Weightings

The table below is a reminder of which Assessment Objectives will be tested by the questions and tasks completed by candidates and the marks available for them.

Assessment Objective	1	2	3i	5i	Total
Question 1 Language Analysis 1	10		10	10	30
Question 2 Language Production		30			30
Question 3 Language Analysis 2		30			30
Question 4 Commentary	10	20			30

Question 1 – Language Analysis 1

- award a mark out of 10 for AO1 and place in the margin
- award a mark out of 10 for AO3i and place in the margin
- award a mark out of 10 for AO5i and place in the margin
- add together and give a ringed total out of 30

E.g.

AO1 6
AO3i 6
AO5i 7

19

Question 2 – Language Production.

- award a mark out of 10 for AO2a and place in the margin
- award a mark out of 10 for AO2b and place in the margin
- award a mark out of 10 for AO2c and place in the margin
- add together and give a ringed total out of 30

E.g.

AO2a 5
AO2b 6
AO2c 6

17

Question 3 – Language Analysis 2

- award a mark out of 10 for AO2a and place in the margin
- award a mark out of 10 for AO2b and place in the margin
- award a mark out of 10 for AO2c and place in the margin
- add together and give a ringed total out of 30

E.g.

$$\begin{array}{r} \text{AO2a} \quad 5 \\ \text{AO2b} \quad 6 \\ \hline \text{AO2c} \quad 6 \\ \hline \end{array}$$

(17)

Question 4 – Commentary

- award a mark out of 10 for A02, double it and place in the margin
- award a mark out of 10 for A01 and place in the margin
- add together and give a ringed total out of 30

E.g.

$$\begin{array}{r} \text{AO2} \quad 5 \times 2 \\ \quad \quad 10 \\ \hline \text{AO1} \quad 5 \\ \hline \end{array}$$

(15)

Q1	<p>Key words: Comment linguistically – distinctive features – explain – how they contribute text’s meanings: inform/ involve intended audience.</p> <p>Assessment Focuses: Quality of expression – selection/application of LFA – identifying significant language features – explaining and interpreting language use.</p>		
Mark	AO3 i Know and use key features of frameworks for the systematic study of spoken and written English.	Mark	AO5i Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.
8-10	<ul style="list-style-type: none"> • Appropriate range of features explored. • Clear and accurate description of distinctive language features and patterns using lexical-semantic, grammatical, phonological frameworks. • Rare errors. • <i>Uses sentence and clause analysis.</i> • <i>Looks closely at the function of different sentence types.</i> • <i>Discusses verb forms e.g. tense switching; modal verbs to express future, conditional and habitual meanings.</i> • <i>Considers some of the following: parallel structures, effects of word classes e.g. types of noun pronouns/ determiners, semantic fields relating to the world of the refugee camp/journalism/media.</i> • <i>Integrates different levels of analysis.</i> 	8-10	<ul style="list-style-type: none"> • Confident description and exploration of language features and their explanatory context. • Close detailed points. • A subtle interpretation, drawing on and integrating various levels of description. • Well integrated use of examples and quotations. • Engagement with text’s meaning, purpose and effects. • <i>Discusses functions closely.</i> • <i>Analyses the development of ideas.</i> • <i>Explores the voice of the narrator/ structure of the story/ textual patterning e.g. wh- framing.</i> • <i>Detailed explanation of stylistic effects/devices which shape the reader’s perceptions of the characters.</i>
6-7	<ul style="list-style-type: none"> • Evidence of some range or depth. • Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. • Largely accurate. • <i>Types of vocabulary e.g. looks at different semantic fields such as the immediate environment of the camp in contrast with life in Kabul.</i> • <i>Analyses word classes e.g. proper nouns, adjectives and first person pronouns and links to purposes.</i> • <i>Engages with purpose of sentence types and functions.</i> • <i>Considers adverbials of time and place.</i> 	6-7	<ul style="list-style-type: none"> • Describes a range of significant language features. • Clear and detailed understanding of context’s influence. • Interprets text’s communicative intent. • Fully supported. • <i>Close reading of words’ contribution.</i> • <i>Discusses style e.g. rhetorical questions, the use of occasional idioms.</i> • <i>Considers some textual patterns.</i> • <i>Shows an understanding of the effects of the first person narrator and the representation of the female reporter.</i>
5	<ul style="list-style-type: none"> • Consistent use of linguistic frameworks. • Describes significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. • Basically accurate. • Uses word classes; describes modification. • Generalised discussion of sentence types/functions/mood. • Broad analysis of semantic fields e.g. negative and positive lexis 	5	<ul style="list-style-type: none"> • Describes key features of language variation. • Understands effects of context. • Understanding of what text is trying to communicate. • Illustrated points. • <i>Looks at how the text is geared to informing and involving the reader e.g. shows an understanding of character, viewpoint and story line.</i>

<p>4</p>	<ul style="list-style-type: none"> • Uses a linguistic framework. • Identifies and attempts to describe relevant language features. • Uncertainty of description – some errors occur. • Restricted range, e.g. <i>identifies simple lexis/simple sentences.</i> 	<p>4</p>	<ul style="list-style-type: none"> • Distinguishes some features of language variation. • Awareness of what texts are trying to communicate. • Illustrated points. • <i>Looks at broad fields of meaning e.g. words relating to senses/emotions.</i> • <i>Shows awareness of key narrative elements.</i>
<p>3</p>	<ul style="list-style-type: none"> • Attempts to use frameworks for description. • Identifies relevant language features e.g. <i>short sentences.</i> • <i>Occasional accuracy of description.</i> • <i>Weak focus on language – tendency to dwell on content.</i> • <i>Broad discussion of fields.</i> 	<p>3</p>	<ul style="list-style-type: none"> • Identifies some features of language variation. • Some use of content: specific references/example/quotation. • Broad awareness that context has influenced language use. • <i>Identifies narrative form.</i>
<p>2</p>	<ul style="list-style-type: none"> • Attempts to use frameworks but minimal accuracy achieved. • Feature spotting not tied to any analysis. • Simply identifying linguistic features and labelling with no sense of purpose. • <i>Lists for e.g. nouns.</i> • <i>Quotation without linguistic description.</i> 	<p>2</p>	<ul style="list-style-type: none"> • Simple/generalised/descriptive accounts of the content of the text. • Paraphrase. • Excessive quotation. • Superficial reactions to texts. • Summary of text.
<p>1</p>	<ul style="list-style-type: none"> • Minimal engagement with language of the data extracts. • Rare quotations or reference to the language of the extracts. 	<p>1</p>	<ul style="list-style-type: none"> • Major misunderstanding of audience/purpose/context/content/meaning.
<p>0</p>	<ul style="list-style-type: none"> • No engagement with the data extracts. 	<p>0</p>	<ul style="list-style-type: none"> • Text has no influence on the work.

Mark	AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and coherent written expression.
8-10	<ul style="list-style-type: none"> • Rare errors. Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
6-7 5	<ul style="list-style-type: none"> • Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register. <ul style="list-style-type: none"> • Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite, if inconsistent, linguistic register.
4 3	<ul style="list-style-type: none"> • Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register. <ul style="list-style-type: none"> • Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.
2 1 0	<ul style="list-style-type: none"> • Intrusive basic errors (sentence punctuation, there/their etc). • Simple expression – conveys basic points. • Short/incomplete work. • No use of/complete misunderstanding of linguistic terms. <ul style="list-style-type: none"> • Major flaws in language. • Communication impeded but some points are conveyed. <ul style="list-style-type: none"> • Total irrelevance incomprehensible.

Q2	<p>Key words: Commissioned by Kidscape - short story –secondary school pupils- No-one deserves to be bullied- realistic – point of view - victim- 500 words.</p> <p>Assessment focuses: Selection and adaptation of source idea – form and shaping – stylistic choices – writing for audience and purpose – following genre.</p>		
Mark	<p>AO2 Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic choices to explain and comment on choices made.</p>		
	A Content	B Form	C Style
8-10	<ul style="list-style-type: none"> • Interesting and engaging content for audience and purpose. • <i>Conceptualised overview of bullying.</i> • <i>Omission of information not relevant to new audience.</i> • <i>Sources thoroughly and skilfully transformed.</i> 	<ul style="list-style-type: none"> • Skilful and knowledgeable use of forms. • Reader guided. • Some ability to innovate/take risks. • Well constructed. • <i>Well paced story that communicates effectively.</i> • <i>Highly cohesive.</i> • <i>Confident use of narrative conventions.</i> 	<ul style="list-style-type: none"> • Close attention to the communication of meaning. • Judicious choices. • Stylish. • Texts that work. • Complexity and difficulty handled well. • Rare errors. • <i>Control of syntactic patterns for effect.</i> • <i>Stylish use of sentence effects.</i> • <i>Language is realistic without being offensive.</i>
6-7	<ul style="list-style-type: none"> • Content well selected for specific audience and purpose. • <i>Sources assimilated and transformed.</i> • <i>Salient content identified.</i> 	<ul style="list-style-type: none"> • Convincing control of form, paying attention to genre and needs of audience. • <i>Appropriate layout, paragraphing and sentencing.</i> • <i>Thoughtful title.</i> 	<ul style="list-style-type: none"> • Style sustained. • Shaping at all levels. • Straightforward styles used. • Accuracy firmly controlled. • Appropriate sentence styles. • <i>Vocabulary is carefully chosen to suit secondary school audience.</i> • <i>Fluent and coherent.</i> • <i>Convincing voice.</i> • <i>Some slips.</i>
5	<ul style="list-style-type: none"> • Satisfactory development of content. • Task fulfilled. • <i>A recognisably new text is created.</i> 	<ul style="list-style-type: none"> • Competent handling of a form, showing knowledge of requirements and conventions. • <i>Sound narrative structure.</i> • <i>Clearly recognisable as a short story for secondary school pupils.</i> 	<ul style="list-style-type: none"> • Controlled and clear style employed. • Some slips. • Infrequent technical errors. • <i>Some informal features used to create a sense of voice.</i>

<p>4</p>	<ul style="list-style-type: none"> • Developed and appropriate content with some gaps. • <i>Transformation occurs.</i> • <i>Sources used to characterise the section.</i> 	<ul style="list-style-type: none"> • Clear structural elements. • Basic handling of form. • <i>Simple forms.</i> 	<ul style="list-style-type: none"> • Style shaped for audience and purpose. • Occasional errors. • Some attempt at realism.
<p>3</p>	<ul style="list-style-type: none"> • Sustained content – broadly appropriate for audience/purpose. • Some unnecessary content. • <i>Closely reliant on source texts.</i> • <i>Limited range in terms of content or function.</i> • <i>Some identification of relevant points.</i> 	<ul style="list-style-type: none"> • Some awareness of textual structures/conventions. • <i>Some direction to text.</i> 	<ul style="list-style-type: none"> • Style modified for audience and purpose. • Inconsistent. • Frequent errors. • <i>Some stylistic shifting/some inappropriate choices.</i>
<p>2</p>	<ul style="list-style-type: none"> • Undeveloped content. • Unlikely to engage/satisfy audience. • <i>Unassimilated.</i> 	<ul style="list-style-type: none"> • Simple organisational features. • Limited realisation of conventions. • <i>Overlong sentences.</i> • <i>Lacks direction/control.</i> 	<ul style="list-style-type: none"> • Simple style broadly shaped for audience and purpose. • Intrusive basic errors. • Untransformed sources. • <i>Very limited communication.</i>
<p>1</p>	<ul style="list-style-type: none"> • Simple outline. • Rough notes. • <i>Fragmented.</i> 	<ul style="list-style-type: none"> • Rudimentary form. • <i>Reliant on the form of the source.</i> 	<ul style="list-style-type: none"> • Major flaws in language. • <i>Communication impeded.</i>
<p>0</p>	<ul style="list-style-type: none"> • Insubstantial. 	<ul style="list-style-type: none"> • No sense of form or shaping of material. 	<ul style="list-style-type: none"> • <i>Fails to communicate.</i>

Q3	<p>Key words: Set of suggestions for teachers- to accompany short story –key issues to address about bullying – before and after reading story- texts B and C – 150 words.</p> <p>Assessment focuses: Selection and adaptation of source ideas – form and shaping – stylistic choices – writing for audience and purpose – following genre.</p>		
Mark	<p>AO2 Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.</p>		
	A Content	B Form	C Style
8-10	<ul style="list-style-type: none"> • Interesting and engaging content for audience and purpose. • <i>Comprehensive and detailed suggestions.</i> • <i>Omission of information not relevant to audience and purpose.</i> • <i>Thorough and skilful transformation of sources.</i> 	<ul style="list-style-type: none"> • Skilful and knowledgeable use of forms. • Reader guided. • Some ability to innovate/take risks. • Well constructed. • <i>Suggestions for teachers communicate sensitively/ effectively.</i> • <i>Highly cohesive.</i> 	<ul style="list-style-type: none"> • Close attention to the communication of meaning. • Judicious choices. • Stylish. • Texts that work. • Complexity and difficulty handled well. • Rare errors. • <i>Control of syntactical patterns for effect.</i> • <i>Stylish use of sentence effects.</i> • <i>Confident handling of address.</i>
6-7	<ul style="list-style-type: none"> • Content well selected for specific audience and purpose. • <i>Sources assimilated and transformed.</i> • <i>Salient content identified.</i> 	<ul style="list-style-type: none"> • Convincing control of form, paying attention to genre and needs of audience. • <i>Appropriate layout, paragraphing and sentencing.</i> • <i>Well organised.</i> 	<ul style="list-style-type: none"> • Style sustained. • Shaping at all levels. • Accuracy firmly controlled. • <i>Vocabulary carefully chosen.</i> • <i>Audience appropriately addressed.</i> • <i>Controlled and clear style.</i> • <i>Some slips.</i>
5	<ul style="list-style-type: none"> • Satisfactory development of content. • Task fulfilled. • <i>A recognisably new text is created.</i> 	<ul style="list-style-type: none"> • Form competently handled, showing knowledge of requirements and conventions. • <i>Different textual segments.</i> • <i>Clearly recognisable as a set of suggestions for teachers.</i> 	<ul style="list-style-type: none"> • Infrequent technical errors. • <i>Use of direct/indirect address.</i> • <i>Style is appropriate.</i>

<p>4</p>	<ul style="list-style-type: none"> • Developed and appropriate content with some gaps. • <i>Transformation occurs.</i> • <i>Sources used to characterise the suggestions.</i> 	<ul style="list-style-type: none"> • Clear structural elements. • Basic handling of a form. • <i>Simple forms.</i> • <i>Some awareness of conventions.</i> 	<ul style="list-style-type: none"> • Style shaped for audience and purpose. • Occasional errors. • <i>Some use of audience address.</i> • <i>Ideas suitably conveyed.</i>
<p>3</p>	<ul style="list-style-type: none"> • Sustained content – broadly appropriate for audience/purpose. • Some unnecessary content. • <i>Closely reliant on source texts.</i> • <i>Limited range in terms of content or function.</i> • <i>Some relevant suggestions.</i> 	<ul style="list-style-type: none"> • Awareness of textual structures/conventions. • <i>Some direction to text.</i> 	<ul style="list-style-type: none"> • Style modified for audience and purpose. • Inconsistent. • Frequent errors. • <i>Some stylistic shifting.</i>
<p>2</p>	<ul style="list-style-type: none"> • Undeveloped content. • Unlikely to engage/satisfy audience/purpose. • Unassimilated. 	<ul style="list-style-type: none"> • Simple organisational features. • Limited realisation of conventions. • <i>Overlong sentences.</i> • <i>Lacking in direction.</i> 	<ul style="list-style-type: none"> • Simple style broadly shaped for audience and purpose. • Intrusive basic errors. • Untransformed source language. • <i>Very limited communication.</i>
<p>1</p>	<ul style="list-style-type: none"> • Simple outline. • Rough notes. • <i>Fragmented.</i> 	<ul style="list-style-type: none"> • Rudimentary form. • <i>Reliant on the form of the sources.</i> 	<ul style="list-style-type: none"> • Major flaws in language. • <i>Communication impeded.</i>
<p>0</p>	<ul style="list-style-type: none"> • Insubstantial. 	<ul style="list-style-type: none"> • No sense of form or shaping of material. 	<ul style="list-style-type: none"> • <i>Fails to communicate.</i>

Q4	<p>Key words: Linguistic devices –short story- set of suggestions– suitable two different audiences – examples – illustrate- provide reasons – linguistic choices.</p> <p>Assessment focuses: Quality of expression – selection/application of LFA – exploring audience/purpose – explaining and commenting on language use.</p>		
Mark	AO2 Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.		AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.
8-10	<ul style="list-style-type: none"> • Clear overview of how to create appropriate effects for audience and purpose, showing a good understanding of how language works at different levels. • <i>Analyses communicative strategies employed to engage and involve the two different audiences.</i> • <i>Explores the difference between narrative and non narrative writing.</i> • <i>Detailed consideration of stylistic/mode differences.</i> 		<ul style="list-style-type: none"> • Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
6-7	<ul style="list-style-type: none"> • Distinguishes a range of significant stylistic features. • Clear and detailed comment on texts' communicative intent. • Fully supported, showing linguistic insight. • <i>Looks at sentence functions and types.</i> • <i>Considers significant differences of style/function/form.</i> 		<ul style="list-style-type: none"> • Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
5	<ul style="list-style-type: none"> • Distinguishes key features of style and effects created. • Illustrated points using linguistic knowledge. • <i>Explores issues of address.</i> • <i>Deals with key word classes.</i> 		<ul style="list-style-type: none"> • Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite, if inconsistent, linguistic register.

4	<ul style="list-style-type: none"> • Some identification of language features used. • Some use of linguistic frameworks or concepts. • <i>Some discussion of form/mood.</i> 		<ul style="list-style-type: none"> • Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register.
3	<ul style="list-style-type: none"> • Awareness of effect of audience and purpose and own intentions shown. • <i>Identifies broad examples of genre: mainly vocabulary/style.</i> • 		<ul style="list-style-type: none"> • Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.
2	<ul style="list-style-type: none"> • Descriptive accounts of texts written: explains content. • Unanalysed quotations or examples. 		<ul style="list-style-type: none"> • Intrusive basic errors (sentence punctuation, there/their etc). • Simple expression – conveys basic points. • Short/incomplete work. • No use of/complete misunderstanding of linguistic terms.
1	<ul style="list-style-type: none"> • Minimal commentary on the texts. 		<ul style="list-style-type: none"> • Major flaws in language. Communication impeded but some points are conveyed.
0	<ul style="list-style-type: none"> • No reference to candidate's own texts. 		<ul style="list-style-type: none"> • Total irrelevance/ incomprehensible.