



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme January 2003

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## GCE

### English Language A

### Unit ENA3

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## Unit 3: Interacting Through 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 | 3i | 4  | 5i | Total |
|--------------------------|---|----|----|----|-------|
| Spoken Language Analysis | 5 | 20 |    | 20 | 45    |
| Essay Topics             | 5 |    | 20 |    | 25    |

### Section A – Spoken Language Analysis

- award an AO3 mark out of 20
- award an AO5 mark out of 20

### Section B – Essay Topics

- award an AO4 mark out of 20

Award a mark out of 10 for AO1 based on both the responses to Section A and Section B.

|              |  |              |  |
|--------------|--|--------------|--|
| <b>Q1</b>    | <p><b>Keywords:</b> Comment linguistically – distinctive features – this interaction – explain – speakers use language to achieve their purposes – vocabulary and grammar – features of linguistic interaction – speakers’ purposes, roles and arguments – structure of the interaction – each speaker conveys meanings and feelings.</p> <p><b>Assessment Focuses:</b> Quality of expression – selection/application of Linguistic Frameworks for Analysis - identifying/describing/interpreting significant language features.</p>   |              |  |
| <b>Mark</b>  | <b>AO3i</b><br><b>Know and use key features of frameworks for the systematic study of spoken and written English.</b>  | <b>Mark</b>  | <b>AO5i</b><br><b>Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.</b>   |
| <b>15-20</b> | <ul style="list-style-type: none"> <li>• Explores appropriate range of features.</li> <li>• Describes carefully and accurately distinctive language features and patterns using lexical-semantic, grammatical, phonological and discourse frameworks.</li> <li>• Makes rare errors.</li> <li>• <i>Explores clause linking, verb forms and modality.</i></li> <li>• <i>Examines ellipsis, topic control, speakers’ roles, monitoring and re-enforcement.</i></li> <li>• <i>Sustains relevant grammatical comment.</i></li> <li>• <i>Integrates different levels of analysis.</i></li> </ul> | <b>15-20</b> | <ul style="list-style-type: none"> <li>• Confident description and exploration of language features and their explanatory context. Close detailed points.</li> <li>• A subtle interpretation drawing on and integrating various levels of description. Engagement with text’s meaning, purpose and effects.</li> <li>• Well integrated use of examples and quotation.</li> <li>• <i>Explores and analyses the effect of context on speech.</i></li> <li>• <i>Explores the development of the mutual exploratory process.</i></li> <li>• <i>Shows overview of interactional and transactional functions.</i></li> <li>• <i>Applies theories in a relevant and illuminating manner.</i></li> </ul> |
| <b>11-14</b> | <ul style="list-style-type: none"> <li>• Gives evidence of some range or depth.</li> <li>• Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological and discourse frameworks.</li> <li>• Writes largely accurately.</li> <li>• <i>Analyses key semantic features.</i></li> <li>• <i>Examines some grammatical issues such as word classes and links to purpose.</i></li> <li>• <i>Engages with purpose of questions, monitoring, tags, overlaps, support etc.</i></li> </ul>   | <b>11-14</b> | <ul style="list-style-type: none"> <li>• Describes a range of significant language features.</li> <li>• Understands context’s influence clearly and in detail.</li> <li>• Interprets text’s communicative intent.</li> <li>• Fully supported.</li> <li>• <i>Examines the effect of context on the spoken interaction.</i></li> <li>• <i>Examines the use of contradiction and argument strategies.</i></li> <li>• <i>Shows sensitivity to different speaker behaviour.</i></li> <li>• <i>Engages with topic and topic change.</i></li> </ul>   |
| <b>9-10</b>  | <ul style="list-style-type: none"> <li>• Makes consistent use of linguistic frameworks.</li> <li>• Describes significant language features or patterns using lexical-semantic, grammatical, phonological and discourse frameworks.</li> <li>• Basically accurate.</li> <li>• <i>Describes features of address.</i></li> <li>• <i>Begins to examine use of pronouns, feedback etc.</i></li> <li>• <i>Presents broad account of semantic fields.</i></li> </ul>  | <b>9-10</b>  | <ul style="list-style-type: none"> <li>• Describes key features of language variation.</li> <li>• Understands effect of context and what texts are trying to communicate.</li> <li>• Illustrated points.</li> <li>• <i>Describes effect of context on purposes and meanings.</i></li> <li>• <i>Maintains mainly lexical/semantic focus.</i></li> <li>• <i>Identifies topic change and relates to purpose.</i></li> </ul>   |

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|-----|--|-----|--|
| 7-8 | <ul style="list-style-type: none"> <li>• Uses a linguistic framework. Identifies and attempts to describe relevant language features.</li> <li>• Uncertainty of description – some errors occur.</li> <li>• <i>Comments on repetition, fillers, non-verbal and non-fluency features.</i></li> <li>• <i>Examines some lexical features.</i></li> </ul>  | 7-8 | <ul style="list-style-type: none"> <li>• Distinguishes some features of language variation.</li> <li>• Awareness of effect of context and what texts are trying to communicate.</li> <li>• Illustrated points.</li> <li>• <i>Looks at effects of context.</i></li> <li>• <i>Comments on mutual interaction.</i></li> <li>• <i>Differentiates the speakers' roles.</i></li> </ul>                                 |
| 5-6 | <ul style="list-style-type: none"> <li>• Attempts to use frameworks for description.</li> <li>• Identifies some relevant language features.</li> <li>• Occasional accuracy of description.</li> <li>• <i>Focuses partially on language – dwells on content.</i></li> <li>• <i>Begins to identify semantic fields, level of formality.</i></li> <li>• <i>Shows some basic awareness of interactive features.</i></li> </ul> | 5-6 | <ul style="list-style-type: none"> <li>• Identifies some features of language variation.</li> <li>• Some use of content: specific references/examples/quotation.</li> <li>• Broad awareness that context has influenced language use.</li> <li>• <i>Shows general sense of the effect of context on the interaction.</i></li> <li>• <i>Gives broad comments about audience, fields and formality.</i></li> </ul> |
| 3-4 | <ul style="list-style-type: none"> <li>• Attempts to use frameworks but minimal accuracy achieved.</li> <li>• Quotes judiciously without linguistic description.</li> <li>• <i>Identifies unhelpful linguistic features and labels with no sense of distinctiveness/significance.</i></li> <li>• <i>Tends to dwell on content by paraphrasing.</i></li> </ul>  | 3-4 | <ul style="list-style-type: none"> <li>• Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation.</li> <li>• Superficial reactions to texts.</li> <li>• <i>Gives relevant but unanalysed quotation.</i></li> <li>• <i>Summarises what speakers say.</i></li> </ul>   |
| 1-2 | <ul style="list-style-type: none"> <li>• Minimal engagement with language of the data extracts.</li> <li>• Rare quotations or reference to the language of the extracts.</li> </ul>  | 1-2 | <ul style="list-style-type: none"> <li>• Major misunderstanding of audience/purpose/context/content/ meaning.</li> <li>• <i>Rarely comments on details of the text.</i></li> </ul>   |
| 0   | <ul style="list-style-type: none"> <li>• No engagement with data extracts.</li> </ul>  | 0   | <ul style="list-style-type: none"> <li>• Text or data has no influence on the work.</li> </ul>   |

| Q1 and 2/3 |   |
|------------|---|
| Mark       | AO1<br>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"> <li>• Rare errors.</li> <li>• Clear stylistic shaping.</li> <li>• Reader guided through structure.</li> <li>• Effective linguistic register.</li> </ul>  |
| 6-7        | <ul style="list-style-type: none"> <li>• Firm control of accuracy.</li> <li>• Controlled expression of ideas.</li> <li>• Line of argument.</li> <li>• Controlled linguistic register.</li> </ul>  |
| 5          | <ul style="list-style-type: none"> <li>• Infrequent technical errors.</li> <li>• Clear communication of ideas.</li> <li>• Simple list structure; introduction and conclusion present.</li> <li>• Definite if inconsistent linguistic register.</li> </ul>   |
| 4          | <ul style="list-style-type: none"> <li>• Occasional technical errors.</li> <li>• Expression suitable for ideas.</li> <li>• Structure/organisation emerge.</li> <li>• Some control of linguistic register.</li> </ul>  |
| 3          | <ul style="list-style-type: none"> <li>• Frequent errors.</li> <li>• Conveys basic ideas.</li> <li>• Scatter gun structure.</li> <li>• Occasional use of linguistic terms.</li> </ul>   |
| 2          | <ul style="list-style-type: none"> <li>• Intrusive basic errors (sentence punctuation, there/their etc).</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> </ul> |
| 1          | <ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded – but some points are conveyed.</li> </ul>   |
| 0          | <ul style="list-style-type: none"> <li>• Total irrelevance/Incomprehensible.</li> </ul>   |

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|-------------|--|--------------|--|
| <b>Q2</b>   | <p><b>Key words:</b> Describe- explain- how- composition-conversational groups- affects- spoken interactive style- women- men.</p> <p><b>Assessment Focuses:</b> Quality of expression – understanding/exploration of concepts and issues relating to spoken verbal interaction involving men and women.</p> |              |  |
| <b>Mark</b> | <b>AO1</b><br><b>Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.</b>  | <b>Mark</b>  | <b>AO4</b><br><b>Understand, discuss and explore concepts and issues relating to language in use.</b>  |
| <b>8-10</b> | <ul style="list-style-type: none"> <li>• Rare errors.</li> <li>• Clear stylistic shaping.</li> <li>• Reader guided through structure.</li> <li>• Effective linguistic register.</li> </ul>   | <b>15-20</b> | <ul style="list-style-type: none"> <li>• Good knowledge about linguistic concepts, theories and research.</li> <li>• Identifies different views and interpretations.</li> <li>• Comments on other’s ideas.</li> <li>• <i>Explores a variety of female/male conversational features.</i></li> <li>• <i>Offers a discriminating treatment of a variety of situations.</i></li> <li>• <i>Demonstrates strong awareness of context and research from Coates, Cameron, Lakoff etc. to modify generalisations in question.</i></li> <li>• <i>Presents open-minded answer based on wide knowledge and reflection.</i></li> <li>• <i>Challenges and interrogates precepts of the question.</i></li> <li>• <i>Shows clear understanding of language as the enactment of social function.</i></li> </ul> |
| <b>6-7</b>  | <ul style="list-style-type: none"> <li>• Firm control of accuracy.</li> <li>• Controlled expression of ideas.</li> <li>• Line of argument.</li> <li>• Controlled linguistic register.</li> </ul>   | <b>11-14</b> | <ul style="list-style-type: none"> <li>• Depth/Range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Refers clearly to different kinds of interaction.</i></li> <li>• <i>Shows some ability to break down “female” and “male” speakers into much more specific cases.</i></li> <li>• <i>Shows awareness of factors other than gender which exercise an influence in various contexts.</i></li> <li>• <i>Examines relevant lexical/semantic/grammatical features.</i></li> <li>• <i>Integrates relevant research into argument.</i></li> </ul>  |
| <b>5</b>    | <ul style="list-style-type: none"> <li>• Infrequent technical errors.</li> <li>• Clear communication of ideas.</li> <li>• Simple list structure; introduction and conclusion present.</li> <li>• Definite if inconsistent linguistic register.</li> </ul>  | <b>9-10</b>  | <ul style="list-style-type: none"> <li>• Detailed knowledge of linguistic ideas, concepts and research.</li> <li>• Outlines views on linguistic issues.</li> <li>• <i>Outlines the importance of context to appropriate lexical/semantic/grammatical formations.</i></li> <li>• <i>Refers to similarities and differences in language use of women and men.</i></li> <li>• <i>Identifies main features of spoken interaction and speakers’ relationships.</i></li> </ul>   |

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| <p><b>4</b></p> <ul style="list-style-type: none"> <li>• Occasional technical errors.</li> <li>• Expression suitable for ideas.</li> <li>• Structure/organisation emerge.</li> <li>• Some control of linguistic register.</li> </ul> <p><b>3</b></p> <ul style="list-style-type: none"> <li>• Frequent errors.</li> <li>• Conveys basic ideas.</li> <li>• Scatter gun structure.</li> <li>• Occasional use of linguistic terms.</li> </ul> |  | <p><b>7-8</b></p> <p><b>5-6</b></p> | <ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research.</li> <li>• Makes sustained explanations.</li> <li>• <i>Begins to show awareness of lexical and interactive elements.</i></li> <li>• <i>Makes undeveloped references to some situations and some basic linguistic formations.</i></li> <li>• <i>Shows broad/implicit understanding of issues relating to female/male spoken interaction.</i></li> </ul> <ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• Awareness of linguistic approaches.</li> <li>• <i>Gives broad/partial accounts of basic principles of conversation and gender.</i></li> <li>• <i>Offers limited range of relevant examples.</i></li> </ul> |
| <p><b>2</b></p> <ul style="list-style-type: none"> <li>• Intrusive basic errors (sentence punctuation, there, their, etc).</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> </ul>  |  | <p><b>3-4</b></p>                   | <ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• Uncertain about how to carry out linguistic study.</li> <li>• <i>Identifies examples but does not comment on them/does not convey the issues clearly.</i></li> <li>• <i>Offers generalised/lay discussions of female/male attitudes and behaviour.</i></li> <li>• <i>Makes sweeping generalisations and broad assertions.</i></li> </ul>  |
| <p><b>1</b></p> <ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded – but some points are conveyed.</li> </ul>  |  | <p><b>1-2</b></p>                   | <ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Gives very generalised discussions of female/male use of language.</i></li> </ul>  |
| <p><b>0</b></p> <ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>  |  | <p><b>0</b></p>                     | <ul style="list-style-type: none"> <li>• No understanding of anything concerned with the study of language.</li> </ul>   |

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|-------------|--|--------------|--|
| <b>Q3</b>   | <p><b>Key Words:</b> Explain- knowledge- spoken interaction- would enable - use- language skills effectively- interview.</p> <p><b>Assessment Focuses:</b> Quality of expression – understand/exploration of concepts and issues relating to effective spoken interaction.</p> |              |  |
| <b>Mark</b> | <b>AO1</b><br><b>Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.</b>  | <b>Mark</b>  | <b>AO4</b><br><b>Understand, discuss and explore concepts and issues relating to language in use.</b>  |
| <b>8-10</b> | <ul style="list-style-type: none"> <li>• Rare errors.</li> <li>• Clear stylistic shaping.</li> <li>• Reader guided through structure.</li> <li>• Effective linguistic register.</li> </ul>   | <b>15-20</b> | <ul style="list-style-type: none"> <li>• Good knowledge about linguistic concepts, theories and research.</li> <li>• Identifies different views and interpretations.</li> <li>• Comments on other's ideas.</li> <li>• <i>Explores relevant features of interaction likely in an interview.</i></li> <li>• <i>Develops overview of variety of relevant interview situations.</i></li> <li>• <i>Conceptualises different views and assimilates appropriate supporting research e.g. politeness, face theory etc.</i></li> <li>• <i>Explores theory in the context of specific situations.</i></li> <li>• <i>Presents open-minded answer based on wide knowledge and reflection.</i></li> </ul> |
| <b>6-7</b>  | <ul style="list-style-type: none"> <li>• Firm control of accuracy.</li> <li>• Controlled expression of ideas.</li> <li>• Line of argument.</li> <li>• Controlled linguistic register.</li> </ul>   | <b>11-14</b> | <ul style="list-style-type: none"> <li>• Depth/Range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Examines different kinds of interview interaction e.g. informing, instructing, questioning etc.</i></li> <li>• <i>Comments on the significance of research and ideas about formal interactions such as interviews.</i></li> <li>• <i>Looks at relevant research in the context of specified situations.</i></li> </ul>  |
| <b>5</b>    | <ul style="list-style-type: none"> <li>• Infrequent technical errors.</li> <li>• Clear communication of ideas.</li> <li>• Simple list structure; introduction and conclusion present.</li> <li>• Definite if inconsistent linguistic register.</li> </ul>                      | <b>9-10</b>  | <ul style="list-style-type: none"> <li>• Detailed knowledge of linguistic ideas, concepts and research.</li> <li>• Outlines views on linguistic issues.</li> <li>• <i>Shows some awareness of the importance of context in interaction and speakers' relationships and expectations.</i></li> <li>• <i>Refers to relevant research.</i></li> <li>• <i>Outlines the importance of context to appropriate lexical/semantic/grammatical formations.</i></li> </ul>  |



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|--|--|
| <p>4</p> <ul style="list-style-type: none"> <li>• Occasional technical errors.</li> <li>• Expression suitable for ideas.</li> <li>• Structure/organisation emerge.</li> <li>• Some control of linguistic register.</li> </ul>  | <p>7-8</p> <ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research.</li> <li>• Makes sustained explanations.</li> <li>• <i>Identifies some features of interview interaction in terms of skills.</i></li> <li>• <i>Makes undeveloped references to relevant research.</i></li> <li>• <i>Shows broad/implicit understanding of interactive features implied by the question.</i></li> </ul> |
| <p>3</p> <ul style="list-style-type: none"> <li>• Frequent errors.</li> <li>• Conveys basic ideas.</li> <li>• Scatter gun structure.</li> <li>• Occasional use of linguistic terms.</li> </ul>   | <p>5-6</p> <ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• Awareness of linguistic approaches.</li> <li>• <i>Gives broad/partial accounts of some basic principles of formal interaction in interview situations.</i></li> <li>• <i>Offers limited range of examples.</i></li> </ul>   |
| <p>2</p> <ul style="list-style-type: none"> <li>• Intrusive basic errors (sentence punctuation, there/their etc).</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> </ul> | <p>3-4</p> <ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• Uncertain about how to carry out linguistic study.</li> <li>• <i>Identifies examples but does not comment on them/does not convey the issues clearly.</i></li> <li>• <i>Makes very broad assertions.</i></li> <li>• <i>Gives generalised/ lay discussions of interview interaction.</i></li> </ul>                     |
| <p>1</p> <ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded – but some points are conveyed.</li> </ul>   | <p>1-2</p> <ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Gives very generalised discussions of interview situations.</i></li> </ul>  |
| <p>0</p> <ul style="list-style-type: none"> <li>• Total irrelevance/Incomprehensible.</li> </ul>   | <p>0</p> <ul style="list-style-type: none"> <li>• No understanding of anything concerned with the study of language.</li> </ul>  |