



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

English Language A

Unit EA4W

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Unit EA4W: Language Investigation

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.

Unit 4

Assessment Objective	1	3ii	4	5ii	Total
Language Investigation	10	20	10	20	60

Language Investigation

- award a mark out of 10 for AO1 and place in the margin
- award a mark out of 20 for AO3ii and place in the margin
- award a mark out of 10 for AO4 and place in the margin
- award a mark out of 20 for AO5ii and place in the margin
- add together and give a ringed total out of 60 for the investigation

E.g.

AO1	5
AO3ii	12
AO4	6
AO5ii	10
<hr/>	

33

Q1	<p>Key Words: Aim-linguistic frameworks – detailed analysis – conclusions – evaluation – further research.</p> <p>Assessment Focuses: Quality of expression – selection/application/evaluation of LFA – exploring issues/concepts – analysing/evaluating language use.</p>		
Mark	<p>AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent expression.</p>	Mark	<p>AO3ii Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of approaches taken.</p>
9-10	<ul style="list-style-type: none"> • Controlled use of technical aspects. • Precise and deft expression. • Cogent, coherent and cohesive. • Subtlety of effect. • Linguistic flair. 	17-20	<ul style="list-style-type: none"> • Searching and confident linguistic analysis. • Selects enlightening range or depth. • Frameworks chosen to enhance and illuminate understanding. • Evaluates frameworks and methodology. • Perceptive methodology. • Explores alternative avenues of investigation. • <i>Detailed comments on, for e.g. sentence functions(e.g. interactional & transactional); types; structures; mode; modality; modification; stylistic variation; semantic features e.g. language play/creativity; the language of hair/hair products; promotional language.</i>
7-8	<ul style="list-style-type: none"> • Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register. 	13-16	<ul style="list-style-type: none"> • Illuminating range or depth of features explored. • Selects and identifies a range of illuminating frameworks, showing understanding of their value and commenting on their purpose. • Detailed objectives. • Reflects on methodology. • Clear grasp of fruitful linguistic approaches. • Clear and accurate description of distinctive language features and patterns. • Rare errors. • <i>Engages with purpose of sentence types and functions; makes effective use of word classes e.g. attributive adjectives, present tense verbs; looks closely at lexical range e.g. use of technical terms/medical language; idiomatic language.</i>

<p>6</p> <ul style="list-style-type: none"> • Firm control of accuracy. • Controlled expression of ideas. • Lines of argument. • Controlled linguistic register. 		<p>11-12</p>	<ul style="list-style-type: none"> • Evidence of some range or depth. • Selects a range of frameworks or shows depth. • Well focused aim. • Explanation of methodology. • Describes a range of significant language features or patterns. • Largely accurate. • <i>Generalised discussion of sentence types and functions; uses a range of word classes e.g. verbs, adverbs and second person pronouns; looks at address; formal and informal features; semantic fields of hair.</i>
<p>5</p>	<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. 	<p>9-10</p>	<ul style="list-style-type: none"> • Consistent application of linguistic frameworks. • Purposeful aims. • Selects and identifies frameworks. • Describes significant language features or patterns. • Describes methodology. • Basically accurate. • <i>More limited but accurate use of word classes e.g. adjectives and pronouns. Notes some lexical features e.g. abbreviation; vogue words; connotation; makes general comments on graphology.</i>
<p>4</p>	<ul style="list-style-type: none"> • Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register. 	<p>7-8</p>	<ul style="list-style-type: none"> • Applies a linguistic framework. • Clarifies some aims. • Identifies and describes relevant language features. • Outlines approach. • Uncertainty of description – some errors occur. • <i>Attempts to use word classes; notes mainly informal features e.g. colloquialisms.</i>
<p>3</p>	<ul style="list-style-type: none"> • Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms. 	<p>5-6</p>	<ul style="list-style-type: none"> • Attempts to apply frameworks for description. • Selects relevant language features. • Adopts a linguistic approach. • Occasional accuracy of description. • Focuses partially on language.

<p>2</p>	<ul style="list-style-type: none"> • Intrusive basic errors – (sentence punctuation, there/their etc). • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms. 	<p>3-4</p>	<ul style="list-style-type: none"> • Feature spotting not tied to any analysis. • Simply identifying linguistic features and labelling with no sense of purpose <i>for eg. lists noun/verb inflections.</i>
<p>1</p>	<ul style="list-style-type: none"> • Major flaws in language. • Communication impeded. • Some points are conveyed. 	<p>2</p>	<ul style="list-style-type: none"> • Attempts to apply frameworks but minimal accuracy achieved.
<p>0</p>	<ul style="list-style-type: none"> • Total irrelevance/ incomprehensible. 	<p>1</p>	<ul style="list-style-type: none"> • Minimal engagement with language or data extracts. • Lacks quotations or reference to the language of extracts.
		<p>0</p>	<ul style="list-style-type: none"> • No engagement with the data extracts.

Mark	AO5ii Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.
17-20	<ul style="list-style-type: none"> • Analytical grasp of how language works across different levels. Ability to place analysis in wider contexts. • Perceptive/conceptualised/illuminating/open-minded. • Interesting and judicious use of examples. • Awareness of the effect of different audiences and readers on meaning. • <i>Strongly evaluative. Overview on social/cultural dimensions.</i> • <i>Explores issues about text type and functions.</i> • <i>Explores audience positioning e.g. the assumptions made about the audience's knowledge/concerns/desires.</i> • <i>Engages with tone and tenor, attitudes and values.</i>
13-16	<ul style="list-style-type: none"> • Confident analysis of language features, their explanatory context and their communicative impact. • Close detailed points. • A subtle reading, integrating various levels of description. • Well integrated use of examples and quotations. • Exploration of texts' meaning, purpose and effects. • Evaluative comments are well supported. • <i>Thorough and precise exploration.</i> • <i>Considers how hair products are marketed.</i> • <i>Looks closely at producer and consumer.</i>
9-12	<ul style="list-style-type: none"> • Analyses meanings constructed by a range of significant language features. • Clear and detailed understanding of contexts' influence. • Engagement with texts' communicative intent. • Fully supported. • Some evaluative comment tied to textual detail. • Sustained analysis of texts' meanings. • <i>Explores some salient features.</i> • <i>Articulates a response to the texts.</i>
7-8	<ul style="list-style-type: none"> • Begins to analyse what texts are trying to communicate. • Illustrated points. • Broadly evaluative comments. • <i>Begins to analyse how language conveys meanings.</i> • <i>Responds to tone and attitudes.</i>
5-6	<ul style="list-style-type: none"> • Some use of content: specific references/quotation/examples. • Broad analysis of how context has influenced language use. • <i>Looks at producer, product, audience, mode, selling context. Broad statements.</i>

3-4	<ul style="list-style-type: none">• Simple/generalised/descriptive accounts of the content of texts and data.• Paraphrase.• Excessive quotation.• Superficial reactions to texts.• <i>Summarises content.</i>• <i>Identifies some features of language variation.</i>
1-2	<ul style="list-style-type: none">• Limited understanding/major misunderstanding of audience/purpose/context/content/meaning.
0	<ul style="list-style-type: none">• Text or data has no influence on the work.

Mark	AO4 Understand, discuss and explore concepts and issues relating to language in use.
9-10	<ul style="list-style-type: none"> • Conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Precisely formulates aim(s). • Exploratory and original investigative approach. • Strong evaluative comments. • <i>Perceptive discussion.</i> • <i>Skilfully integrates theoretical/research knowledge.</i> • <i>Systematic.</i> • <i>Analyses language in the context of social/cultural values.</i>
7-8	<ul style="list-style-type: none"> • Good knowledge about the nature of linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • Carefully formulated aim(s). • Clear rationale for data selection. • Formulates some overviews of issues raised by data. • Thoughtful evaluative comments. • <i>Looks closely at for e.g. the relationship between language and audience/product type.</i> • <i>Usefully incorporates theoretical/research knowledge.</i>
6	<ul style="list-style-type: none"> • Depth or range of knowledge of linguistic ideas, concepts and research. • Develops views on linguistic issues. • Well focused aim(s). • Sound data selection. • Processes and categorises data well. • Sustains evaluative comments. • <i>Able to develop a line of argument from looking closely at the data.</i> • <i>Refers to theories/research to aid analysis and fulfilment of aim(s).</i>
5	<ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • Aim(s) informed by key concepts. • Purposeful selection of data. • Some sensible evaluative comments. • <i>Begins to develop a line of argument.</i>

4	<ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. • Sensible aim(s) formulated. • Offers some explanations. • Adopts a linguistic approach to the selection and study of data. • Evaluates. • <i>Some identification of key issues e.g. how purpose and audience affects language use.</i>
3	<ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • General aims(s) established. • Simplistic evaluation. • <i>Generates some limited discussion.</i> • <i>Linguistic notions evident.</i>
2	<ul style="list-style-type: none"> • Anecdotal/descriptive with implicit relevance. • Uncertain about how to carry out linguistic study. • Engages with content only or other non language issues. • Lacks clear aim(s). • Lacks an evaluation. • <i>Data used but linguistic comment is lay/implicit.</i>
1	<ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Data not commented on in a linguistic way.</i>
0	<ul style="list-style-type: none"> • No understanding of anything concerned with the study of language. • <i>Data not used.</i>