

# GCE 2004

## *June Series*



# Mark Scheme

## English Language A

### *Unit ENA3*

---

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.

Further copies of this Mark Scheme are available from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA  
Tel: 0161 953 1170

or

download from the AQA website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2004 AQA and its licensors

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester. M15 6EX.

*Dr Michael Cresswell Director General*

## Unit ENA3: 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.

#### Unit 3

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 a mark out of 20 for AO3i in the right hand margin
- award a mark out of 20 for AO5i in the right hand margin
- add together and put a ringed total out of 40 in the right hand margin

E.g. AO3i 12  
AO5i 12

(24)

#### Section B – Essay Topics

- award a ringed mark out of 20 for AO4 in the right hand margin

E.g. AO4 (14)

#### AO1 – Quality of Writing

- based on both answers, award a ringed mark out of 10 for AO1 in the right hand margin

E.g. AO1 (6)

Transfer each ringed mark to the box on the front of the answer booklet. Add together and put the total mark in the box in the top right hand corner. Initial your mark.

<b>Q1</b>	<p><b>Keywords:</b> Comment linguistically – significant features – this interaction – explain – speakers - use language - convey - meanings – feelings – main features - linguistic interaction – vocabulary and grammar – speakers’ purposes and roles – structure of the interaction.</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>	<p><b>AO3i</b>  <b>Know and use key features of frameworks for the systematic study of spoken and written English.</b></p>	<b>Mark</b>	<p><b>AO5i</b>  <b>Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.</b></p>
15-20	<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>Explores key semantic features such as medical jargon and intensifiers.</i></li> <li>• <i>Sustains relevant grammatical comment.</i></li> <li>• <i>Integrates different frameworks of analysis into a coherent overview.</i></li> </ul>	15-20	<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 such as age, relationship, familiarity on the spoken interaction.</i></li> <li>• <i>Shows overview of interactional function.</i></li> <li>• <i>Applies theories in a relevant and illuminating manner.</i></li> <li>• <i>Engages with topic, topic change and topic control.</i></li> <li>• <i>Explores participant positioning.</i></li> </ul>

<p><b>11-14</b></p>	<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 features such as word classes and links to purpose.</i></li> <li>• <i>Engages with purpose of questions, monitoring, turns, overlaps, support etc.</i></li> </ul>	<p><b>11-14</b></p>	<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>Shows sensitivity to different speaker behaviour.</i></li> <li>• <i>Shows awareness of topic, topic change and topic control.</i></li> <li>• <i>Examines significance of shared knowledge.</i></li> </ul>
<p><b>9-10</b></p>	<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>Begins to examine use of pronouns, feedback, fillers etc.</i></li> <li>• <i>Describes some lexical/semantic features.</i></li> <li>• <i>Describes key interactive features.</i></li> </ul>	<p><b>9-10</b></p>	<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> <li>• <i>Considers relationships enacted by spoken interaction.</i></li> </ul>

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>Identifies and begins to comment on repetitions, fillers, non-verbal and non-fluency features.</i></li> <li>• <i>Presents a broad account of semantic fields.</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 a limited range of 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 comment on 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>Selects and begins to comment on some relevant quotations.</i></li> <li>• <i>Shows awareness, possibly implicit, of 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 little sense of 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 unanalysed quotations.</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>

<p><b>Q2</b></p>	<p><b>Key words:</b> How has <b>studying spoken interaction improved your understanding</b> of the ways <b>women and men interact</b>.</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>	<p><b>Q3</b></p>	<p><b>Key Words:</b> <b>Examine two</b> of the following <b>linguistic features</b> and <b>explain</b> how they <b>can help shape effective spoken verbal interaction: terms of address, questions, monitoring, feedback.</b></p> <p><b>Assessment Focuses:</b> Quality of expression – understand/exploration of concepts and issues relating to effective spoken verbal interaction.</p>
<p><b>Mark</b></p>	<p><b>AO4</b> <b>Understand, discuss and explore concepts and issues relating to language in use.</b></p>	<p><b>Mark</b></p>	<p><b>AO4</b> <b>Understand, discuss and explore concepts and issues relating to language in use.</b></p>
<p><b>15-20</b></p>	<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 features of female/male spoken verbal interaction such as interruptions/overlaps, minimal responses, tag questions.</i></li> <li>• <i>Demonstrates strong awareness of context and research from Coates, Cameron, Lakoff etc.</i></li> <li>• <i>Presents open-minded answer based on wide knowledge and reflection.</i></li> <li>• <i>Challenges common assumptions and generalisations.</i></li> <li>• <i>Stresses the importance of individuality.</i></li> <li>• <i>Shows clear understanding of language as the enactment of social function.</i></li> <li>• <i>Shows some ability to break down “female” and “male” speakers into much more specific cases.</i></li> </ul>	<p><b>15-20</b></p>	<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 two relevant interactive features in some depth.</i></li> <li>• <i>Explores contexts subtly.</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>

<p><b>11-14</b></p>	<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>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> <li>• <i>Refers to similarities and differences in language use of women and men.</i></li> </ul>	<p><b>11-14</b></p>	<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 contexts closely.</i></li> <li>• <i>Comments on the significance of research and ideas about effective spoken interaction.</i></li> <li>• <i>Examines two relevant interactive features.</i></li> </ul>
<p><b>9-10</b></p>	<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 interactive/lexical/semantic/grammatical features.</i></li> <li>• <i>Refers to some relevant research.</i></li> <li>• <i>Identifies main features of spoken interaction and speakers' relationships.</i></li> </ul>	<p><b>9-10</b></p>	<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.</i></li> <li>• <i>Refers to relevant research.</i></li> <li>• <i>Describes context to appropriate interactive lexical/semantic/grammatical formations.</i></li> </ul>
<p><b>7-8</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 interactive features.</i></li> <li>• <i>Makes undeveloped references to some situations and some basic linguistic features.</i></li> <li>• <i>Shows broad/implicit understanding of issues relating to female/male spoken interaction.</i></li> </ul>	<p><b>7-8</b></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 interaction in terms of skills.</i></li> <li>• <i>Shows broad/implicit understanding of interactive features.</i></li> </ul>
<p><b>5-6</b></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 basic principles of conversation.</i></li> <li>• <i>Offers limited range of relevant examples.</i></li> </ul>	<p><b>5-6</b></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 interaction.</i></li> <li>• <i>Offers limited range of examples.</i></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>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 clearly.</i></li> <li>• <i>Makes very broad assertions.</i></li> <li>• <i>Gives generalised/lay discussions of spoken interaction.</i></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/non linguistic discussions of female/male use of language.</i></li> </ul>	<p><b>1-2</b></p>	<ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Shows little or no linguistic awareness.</i></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>	<p><b>0</b></p>	<ul style="list-style-type: none"> <li>• No understanding of anything concerned with the study of language.</li> </ul>

<b>Q1 and 2/3</b>	
<b>Mark</b>	<b>AO1</b> <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>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>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>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>4</b>	<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>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded – but some points are conveyed.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>