



## General Certificate of Education

# English Language 6701 *Specification A*

### *EN45 Language Variation and Change*

## Mark Scheme

### *2006 examination – January 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.

## EN45: Language Variation and Change

### 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	3ii	4	5ii	Total
Texts from Different Times	10	10		10	30
Language Variation and Change	10		20		30

### Section A – Texts from Different Times

- award a mark out of 10 for AO1 in the right hand margin
- award a mark out of 10 for AO3ii in the right hand margin
- award a mark out of 10 for AO5ii in the right margin
- add together and put a ringed total out of 30 in the right hand margin

e.g.

$$\begin{array}{r}
 \text{AO1} \quad 6 \\
 \text{AO3ii} \quad 7 \\
 \text{AO5ii} \quad 7 \\
 \hline
 \textcircled{20}
 \end{array}$$

### Section B – Language Variation and Change

- award a mark out of 10 for AO1 in the right hand margin
- award a mark out of 20 for AO4 in the right hand margin
- add together and put a ringed total out of 30 in the right hand margin

e.g.

$$\begin{array}{r}
 \text{AO1} \quad 6 \\
 \text{AO4} \quad 15 \\
 \hline
 \textcircled{21}
 \end{array}$$

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>	<b>Keywords:</b> Analyse and evaluate how Gilpin uses language to communicate his ideas and experiences.  <b>Assessment Focuses:</b> Quality of expression – selection/application/evaluation of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features – writer’s aims and purposes – texts from different time – convey meanings and feelings.		
<b>Mark</b>	<b>AO3ii Apply and explore frameworks for the systematic study of spoken and written English at different levels, commenting on the usefulness of the approaches taken.</b>	<b>Mark</b>	<b>AO5ii Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.</b>
<b>9-10</b>	<ul style="list-style-type: none"> <li>• Selects appropriate range of frameworks and applies in some depth.</li> <li>• Searching and confident linguistic analysis, using frameworks to enhance and illuminate understanding.</li> <li>• Evaluates frameworks.</li> <li>• Clear and accurate description.</li> <li>• <i>Analyses sentence, clause and phrase structures.</i></li> <li>• <i>Describes balanced structure and parallelism.</i></li> <li>• <i>Uses linguistic frameworks systematically and purposefully.</i></li> </ul>	<b>9-10</b>	<ul style="list-style-type: none"> <li>• Analytical grasp of how language works across different levels.</li> <li>• Ability to place analysis in wider contexts.</li> <li>• Perceptive/conceptualised/illuminating/open-minded.</li> <li>• Interesting and judicious use of examples and quotation.</li> <li>• Evaluates appropriateness/success.</li> <li>• Shows subtle awareness of the effect of context on meaning.</li> <li>• <i>Evaluates the effectiveness of use of descriptive language.</i></li> <li>• <i>Explores distinctive features of personal narrative genre.</i></li> <li>• <i>Explores historical context of key linguistic features.</i></li> <li>• <i>Analyses linguistic features in terms of topic and meaning.</i></li> <li>• <i>Explores tenor of the writing.</i></li> <li>• <i>Examines structure of Gilpin’s comments.</i></li> <li>• <i>Explores semantic implications of key words.</i></li> <li>• <i>Examines significance of key grammatical features.</i></li> </ul>

<p><b>7-8</b></p>	<ul style="list-style-type: none"> <li>• Selects and identifies a range of illuminating frameworks, showing understanding of their value.</li> <li>• Illuminating application of linguistic frameworks.</li> <li>• Describes range of language features or patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>• Rare errors.</li> <li>• <i>Describes grammatical features such as verb tenses, adverb types and sentence types.</i></li> <li>• <i>Describes key orthographical features.</i></li> </ul>	<p><b>7-8</b></p>	<ul style="list-style-type: none"> <li>• Confident analysis of language features, their explanatory context and their communicative impact.</li> <li>• A subtle reading integrating various levels of description.</li> <li>• Exploration of texts' meaning, purpose and effects.</li> <li>• Close reading and well integrated quotation.</li> <li>• Evaluative comments are well supported.</li> <li>• <i>Examines the effectiveness of Gilpin's writing.</i></li> <li>• <i>Considers how language is used to convey Gilpin's ideas about the purpose of travel and the natural and artificial landscape he observes.</i></li> <li>• <i>Shows clear awareness of the mode of travel writing and the journey narrative.</i></li> <li>• <i>Shows clear awareness of text from different time.</i></li> <li>• <i>Demonstrate some depth of semantic awareness.</i></li> <li>• <i>Examines graphological features.</i></li> </ul>
<p><b>5-6</b></p>	<ul style="list-style-type: none"> <li>• Selects and identifies some frameworks.</li> <li>• Consistent application of linguistic frameworks.</li> <li>• Describes significant language features or patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>• Largely accurate.</li> <li>• <i>Describes word classes.</i></li> <li>• <i>Describes sentence functions.</i></li> <li>• <i>Describes first person and third person.</i></li> <li>• <i>Identifies some semantic features.</i></li> </ul>	<p><b>5-6</b></p>	<ul style="list-style-type: none"> <li>• Analyses meanings of a range of language features.</li> <li>• Clear and detailed understanding of context's influence.</li> <li>• Engagement with texts' communicative intent.</li> <li>• Fully supported.</li> <li>• Some evaluative comment tied to textual detail.</li> <li>• <i>Analyses text's meanings in the context of Gilpin's purpose to inform and educate.</i></li> <li>• <i>Shows awareness of text from different time.</i></li> <li>• <i>Describes the effect of particular word classes.</i></li> <li>• <i>Considers address.</i></li> <li>• <i>Looks at expression of personal view using first person.</i></li> <li>• <i>Begins to comment on some graphological/orthographical features.</i></li> </ul>

<p><b>4</b></p> <ul style="list-style-type: none"> <li>• Selects and identifies a framework.</li> <li>• Applies a linguistic framework.</li> <li>• Describes relevant language features.</li> <li>• Uncertainty of description – some errors occur.</li> <li>• <i>Mentions basic semantic features.</i></li> <li>• <i>Mentions first person pronouns.</i></li> <li>• <i>Identifies some graphological features.</i></li> </ul> <p><b>3</b></p> <ul style="list-style-type: none"> <li>• Selects some relevant language features.</li> <li>• Attempts to apply frameworks for the description.</li> <li>• Occasional accuracy of description.</li> <li>• <i>Focuses partially on language – dwells on content.</i></li> </ul>		<p><b>4</b></p> <ul style="list-style-type: none"> <li>• Distinguishes some features of language variation.</li> <li>• Begins to analyse what text communicates.</li> <li>• Illustrated points.</li> <li>• Broadly evaluative.</li> <li>• <i>Begins to comment on text from different time.</i></li> <li>• <i>Shows basic awareness of Gilpin's experiences e.g. travelling through the countryside.</i></li> </ul> <p><b>3</b></p> <ul style="list-style-type: none"> <li>• Identifies some features of language variation.</li> <li>• Broad analysis of how context has influenced language use.</li> <li>• Some use of content: specific references/examples/quotation.</li> <li>• <i>Shows general understanding of audience, mode and purposes.</i></li> <li>• <i>Gives very broad comments about description and level of formality.</i></li> </ul>	
<p><b>2</b></p> <ul style="list-style-type: none"> <li>• Attempts to use framework but minimal accuracy achieved.</li> <li>• <i>Chooses some relevant quotations but with no use of linguistic register and no sense of significance.</i></li> </ul> <p><b>1</b></p> <ul style="list-style-type: none"> <li>• Minimal engagement with language of the data extract.</li> <li>• <i>Makes minimal reference to language.</i></li> </ul> <p><b>0</b></p> <ul style="list-style-type: none"> <li>• No engagement with data.</li> </ul>		<p><b>2</b></p> <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 content in terms of paraphrase.</i></li> </ul> <p><b>1</b></p> <ul style="list-style-type: none"> <li>• Limited understanding. Major misunderstanding of mode/purpose/context/content/meaning.</li> <li>• <i>Makes no reference to language of the extract.</i></li> </ul> <p><b>0</b></p> <ul style="list-style-type: none"> <li>• Text or data has no influence on the work.</li> </ul>	

<b>Q2</b>	<b>Key Words:</b> How do <b>social contexts</b> affect people's use of <b>standard</b> or <b>non-standard language</b> ?  <b>Assessment Focuses:</b> Quality of expression – exploration of issues/concepts relating to social/geographical factors affecting language variation and identity.		
<b>Mark</b>	<b>AO4 Understand, discuss and explore concepts and issues relating to language in use.</b>	<b>Mark</b>	<b>AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.</b>
<b>17-20</b>	<ul style="list-style-type: none"> <li>• Conceptualised overview of theories and research.</li> <li>• Analyses and evaluates alternative views.</li> <li>• Identifies and challenges standpoints.</li> <li>• Exploratory/original/evaluative approach.</li> <li>• <i>Places discussion within analysis of the dynamics of regional, cultural and linguistic variation.</i></li> <li>• <i>Explores language as a construction of personal and group identity.</i></li> <li>• <i>Uses lexical and phonological frameworks productively.</i></li> <li>• <i>Examines some grammatical features such as subject/verb agreement and multiple negation.</i></li> <li>• <i>Engages enthusiastically with relevant research and linguistic debates e.g. descriptivist/prescriptivist.</i></li> <li>• <i>Challenges common assumptions by examining particular variations and contexts.</i></li> </ul>	<b>9-10</b>	<ul style="list-style-type: none"> <li>• Controlled use of technical aspects.</li> <li>• Precise and deft expression. Subtlety of effect.</li> <li>• Cogent, coherent and cohesive.</li> <li>• Linguistic flair.</li> </ul>
<b>13-16</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>Discusses relevant research and debates.</i></li> <li>• <i>Examines linguistic variations of accent and dialect in a variety of contexts.</i></li> <li>• <i>Maintains consistent focus on social contexts.</i></li> <li>• <i>Describes some appropriate semantic features.</i></li> </ul>	<b>7-8</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>

<p><b>11-12</b></p> <ul style="list-style-type: none"> <li>• Depth or range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Shows some awareness of variables such as gender, age, class.</i></li> <li>• <i>Begins to integrate relevant research and debates into discussion.</i></li> <li>• <i>Begins to discuss linguistic variations in context.</i></li> </ul>		<p><b>6</b></p>	<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>
<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>Begins to discuss research and attitudes to language.</i></li> <li>• <i>Shows awareness of vernacular and standard varieties.</i></li> </ul>		<p><b>5</b></p>	<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>
<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>Refers to some examples of linguistic variation and begins to make links between language and identity.</i></li> <li>• <i>Describes varieties using some linguistic terminology.</i></li> </ul>		<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>5-6</b></p> <ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• <i>Shows limited awareness of links between language variation and social factors.</i></li> <li>• <i>Uses linguistic frameworks inconsistently.</i></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>3-4</b></p> <ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• <i>Identifies elements of social variation with some very broad comments about determinants.</i></li> </ul>		<p><b>2</b></p>	<ul style="list-style-type: none"> <li>• Intrusive basic errors.</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> </ul>
<p><b>1-2</b></p> <ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Offers a lay answer without linguistic awareness.</i></li> </ul>		<p><b>1</b></p>	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded.</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>• Total irrelevance/incomprehensible.</li> </ul>

<b>Q3</b>	<p><b>Key Words:</b> Give examples of <b>words and phrases</b> which have developed over the <b>last 50 years</b> in <b>one or more</b> of the following areas: <b>warfare, politics, technology</b>. <b>How and why</b> have these <b>words and phrases developed</b>?</p> <p><b>Assessment Focuses:</b> Quality of expression – exploration of issues/concepts relating to contemporary language change and views of causes of change.</p>	
<b>Mark</b>	<b>AO4 Understand, discuss and explore concepts and issues relating to language in use.</b>	<b>Mark</b> <b>AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate, coherent written expression.</b>
<b>17-20</b>	<ul style="list-style-type: none"> <li>• Conceptualised overview of theories and research.</li> <li>• Analyses and evaluates alternative views.</li> <li>• Identifies and challenges standpoints.</li> <li>• Exploratory/original/evaluative approach.</li> <li>• <i>Explores a range of relevant examples of language change.</i></li> <li>• <i>Evolves overview of different processes of change such as coinings, acronyms, eponyms, back-formations, initialisms, clippings, affixing, suffixing, compounds, blends, borrowings.</i></li> <li>• <i>Engages with linguistic descriptivist/prescriptivist debates about language change.</i></li> <li>• <i>Integrates theory and research into argument.</i></li> <li>• <i>Explores processes of semantic change e.g. euphemism, amelioration/pejoration.</i></li> <li>• <i>Challenges common assumptions about language change.</i></li> </ul>	<b>9-10</b> <ul style="list-style-type: none"> <li>• Controlled use of technical aspects.</li> <li>• Precise and deft expression. Subtlety of effect.</li> <li>• Cogent, coherent and cohesive.</li> <li>• Linguistic flair.</li> </ul>
<b>13-16</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 others' ideas.</li> <li>• <i>Develops argument from analysis of specific examples.</i></li> <li>• <i>Examines some processes of change closely and consistently.</i></li> <li>• <i>Comments on arguments about language change.</i></li> <li>• <i>Examines reasons for change in detail.</i></li> </ul>	<b>7-8</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>



<p><b>11-12</b></p> <ul style="list-style-type: none"> <li>• Depth or range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Uses linguistic terminology consistently when discussing examples of change.</i></li> <li>• <i>Shows some understanding of reasons for language change.</i></li> <li>• <i>Traces processes of language change.</i></li> </ul>	<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>Describes a limited range of recent lexical/semantic changes such as borrowings, acronyms, compounding, blends from the specified areas.</i></li> <li>• <i>Describes some reasons for and processes of change.</i></li> </ul>	<p><b>6</b></p>	<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>
<p><b>9-10</b></p>	<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>Shows some knowledge of lexical/semantic changes.</i></li> <li>• <i>Shows some knowledge of the reasons for language change.</i></li> </ul>	<p><b>4</b></p>	<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 register.</li> </ul>
<p><b>5-6</b></p>	<p><b>5-6</b></p> <ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• <i>Shows some basic awareness of the process of change.</i></li> <li>• <i>Shows some basic awareness of the reasons for language change.</i></li> </ul>	<p><b>3</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>3-4</b></p>	<p><b>3-4</b></p> <ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• <i>Offers historical account of changes with limited linguistic comment.</i></li> </ul>	<p><b>2</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>1-2</b></p>	<p><b>1-2</b></p> <ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Gives a lay answer without linguistic awareness.</i></li> </ul>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>• Intrusive basic errors.</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> </ul>
<p><b>0</b></p>	<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>• Major flaws in language.</li> <li>• Communication impeded.</li> </ul>
<p><b>0</b></p>	<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>• Total irrelevance/incomprehensible.</li> </ul>

<b>Q1</b>	
<b>Mark</b>	<b>AO1 Communicate clearly the knowledge, understanding, and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.</b>
<b>9-10</b>	<ul style="list-style-type: none"> <li>• Controlled use of technical aspects.</li> <li>• Precise and deft expression. Subtlety of effect.</li> <li>• Cogent, coherent and cohesive.</li> <li>• Linguistic flair.</li> </ul>
<b>7-8</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</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 register.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Intrusive basic errors.</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.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>