



## **General Certificate of Education**

# **English Language 6701** *Specification A*

**ENA5      Language Variation and Change**

## **Mark Scheme**

*2007 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.

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## 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 5

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.

AO1	6
AO3ii	7
AO5ii	7
<hr/>	

(20)

### 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.

AO1	6
AO4	15
<hr/>	

(21)

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>1</b>	<p><b>Keywords:</b> Analyse and evaluate how the writer uses language to represent school-girls and to give advice to mothers.</p> <p><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.</p>		
<b>Mark</b>	<p><b>AO3ii</b> Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken.</p>	<b>Mark</b>	<p><b>AO5ii</b> Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.</p>
<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>Describes sentence structures, moods and clause types.</i></li> <li>• <i>Describes balanced structures and parallelism.</i></li> <li>• <i>Uses linguistic frameworks systematically and purposefully.</i></li> <li>• <i>Offers perceptive overview of the text.</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 the use of descriptive and advisory language.</i></li> <li>• <i>Explores distinctive features of the lively and decisive advice genre.</i></li> <li>• <i>Explores historical context of key linguistic features such as “expostulations”.</i></li> <li>• <i>Comments on sentence structures, moods and clause types.</i></li> <li>• <i>Examines structure and tenor of Mrs Humphry’s writing.</i></li> <li>• <i>Explores semantic implications of key words.</i></li> </ul>
<b>7-8</b>	<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>Categorises semantic features such as the field of energy “bright”, “run”, “play” and irresponsibility “laughing heedlessness”.</i></li> </ul>	<b>7-8</b>	<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 text’s 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 Mrs Humphry’s writing.</i></li> <li>• <i>Considers how language is used to convey topics, thoughts, feelings and advice, e.g. Mrs Humphry’s caution about girls’ constitutions, “permanent mischief” and suspicion about teachers’ priorities, “stirring her to rebellion”.</i></li> <li>• <i>Shows clear understanding of the mode of personal advice manual.</i></li> <li>• <i>Shows clear understanding of text from different time.</i></li> <li>• <i>Demonstrates some depth of semantic awareness.</i></li> </ul>
<b>5-6</b>	<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 some word classes.</i></li> <li>• <i>Describes some general sentence functions.</i></li> <li>• <i>Describes third person pronouns.</i></li> <li>• <i>Identifies some significant semantic features.</i></li> <li>• <i>Describes some semantic archaisms such as “condole with”.</i></li> </ul>	<b>5-6</b>	<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 text’s communicative intent.</li> <li>• Fully supported.</li> <li>• Some evaluative comment tied to textual detail.</li> <li>• <i>Analyses some of Mrs Humphry’s ideas.</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 opinion as objective by using third person pronouns.</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 such as activity and emotions.</i></li> <li>• <i>Mentions first person pronouns.</i></li> <li>• <i>Identifies some individual orthographical 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> <li>• <i>Identifies unhelpful language features and labels with no sense of significance.</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 Mrs Humphry’s observations and opinions.</i></li> <li>• <i>Shows general understanding of audience, mode and purposes.</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>Gives very broad comments about description of feelings 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 extracts.</li> </ul>		<p><b>2</b></p> <ul style="list-style-type: none"> <li>• Simple/generalised/descriptive accounts of the content of text and data. Paraphrase. Excessive quotation.</li> <li>• Superficial reactions to text.</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>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 emerges.</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.</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>

<b>2</b>	<b>Key Words: Comment linguistically on the main semantic, grammatical and phonological features of one or more non-standard varieties of English you have studied. Explore the attitudes that might be shown towards these features.</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</b> <b>Understand, discuss and explore concepts and issues relating to language in use.</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>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>Uses semantic and phonological frameworks productively.</i></li> <li>• <i>Examines some grammatical features such as subject/verb agreement and multiple negation.</i></li> <li>• <i>Explores various attitudes shown towards non-standard features.</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 others' ideas.</li> <li>• <i>Discusses particular aspects of relevant research and attitudes.</i></li> <li>• <i>Examines linguistic variations of accent and dialect in a variety of contexts.</i></li> <li>• <i>Describes some appropriate semantic, grammatical and phonological 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>
<b>11-12</b>	<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 awareness of variables such as gender, age, class.</i></li> <li>• <i>Begins to integrate relevant research, debates and attitudes into discussion.</i></li> <li>• <i>Begins to discuss linguistic variations in context.</i></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>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>Begins to discuss research and attitudes to language.</i></li> <li>• <i>Shows awareness of regional, social and standard varieties.</i></li> <li>• <i>Describes non-standard varieties using some linguistic terminology.</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>7-8</b>	<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 consider attitudes shown towards them.</i></li> <li>• <i>Describes non-standard varieties using linguistic terminology infrequently and inconsistently.</i></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 emerges.</li> <li>• Some control of linguistic register.</li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• <i>Makes limited reference to examples of non-standard variations.</i></li> <li>• <i>Identifies a limited number of non-standard features with limited comment on attitudes shown towards them.</i></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>3-4</b>	<ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• <i>Accepts regional stereotypes.</i></li> <li>• <i>Shows limited awareness of links between language variation and attitudes.</i></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>1-2</b>	<ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Offers a "lay" answer with no linguistic awareness.</i></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>• No understanding of anything concerned with the study of language.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>

<b>3</b>	<p><b>Key Words:</b> Define three of the following processes and give examples of new words and meanings that have resulted from these processes: <b>amelioration, pejoration, broadening, euphemism, affixing, compounding, blending, borrowing, abbreviation.</b> Explore the factors that have given rise to these new words and meanings, drawing on your own studies.</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</b> Understand, discuss and explore concepts and issues relating to language in use.	<b>Mark</b>	<b>AO1</b> Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate coherent written expression.
<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 reasons for language change.</i></li> <li>• <i>Defines three processes of language change with care and precision.</i></li> <li>• <i>Explores links between reasons for and processes of language change.</i></li> <li>• <i>Evolves overview of different processes of change such as abbreviation, borrowing, affixing, compounding, blending.</i></li> <li>• <i>Explores processes of semantic change e.g. euphemism, amelioration, pejoration, broadening.</i></li> <li>• <i>Engages with linguistic descriptivist/prescriptivist debates 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>Defines three processes of language change in some depth.</i></li> <li>• <i>Examines various reasons for language change.</i></li> <li>• <i>Focus on processes and reasons may be asymmetrical.</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>
<b>11-12</b>	<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>Defines three processes of language change clearly.</i></li> <li>• <i>Shows understanding of reasons for language change.</i></li> <li>• <i>Examines either processes or reasons very well.</i></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>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>Defines three processes of language change unevenly.</i></li> <li>• <i>Describes some reasons for language change.</i></li> <li>• <i>Examines either processes or reasons in some depth.</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 register.</li> </ul>
<b>7-8</b>	<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 processes of language change.</i></li> <li>• <i>Shows some knowledge of the reasons for language change.</i></li> <li>• <i>Examines either processes or reasons quite well.</i></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 emerges.</li> <li>• Some control of linguistic register.</li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• <i>Shows some basic awareness of processes of language change.</i></li> <li>or</li> <li>• <i>Shows some basic awareness of the reasons for language change.</i></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>3-4</b>	<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>	<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>1-2</b>	<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>	<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>• No understanding of anything concerned with the study of language.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>