



## **General Certificate of Education**

# **English Language 5701** *Specification A*

**EA2W      Using Language**

## **Mark Scheme**

*2007 examination - June 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 2**

Assessment Objective	1	2	3i	5i	Total
Question 1 Language Analysis	10		10	10	30
Question 2 Language Production		60			60
Question 3 Commentary	10	20			30

**Question 1 – Language Analysis 1**

- award a mark out of 10 for AO1 in the right hand margin
- award a mark out of 10 for AO3i in the right hand margin
- award a mark out of 10 for AO5i in the right hand margin
- add together and put a ringed total out of 30 in the right hand margin

Eg    AO1    6  
       AO3i   6  
       AO5i   7

(19)

**Question 2 – Language Production**

- award a mark out of 10 for AO2a, double it and put it in the right hand margin
- award a mark out of 10 for AO2b, double it and put it in the right hand margin
- award a mark out of 10 for AO2c, double it and put it in the right hand margin
- add together and put a ringed total out of 60 in the right hand margin

Eg    AO2a 5x2   10  
       AO2b 6x2   12  
       AO2c 6x2   12

(34)

**Question 3 – Commentary**

- award a mark out of 10 for A02, double it and put it in the right hand margin
- award a mark out of 10 for A01 in the right hand margin
- add together and put a ringed total out of 30 in the right hand margin

Eg    A02    5x2    10  
       A01            5

(15)

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.

<p><b>Q1</b></p>	<p><b>Key Words:</b> Comment linguistically – significant features – explain – how they contribute – text’s meanings – should consider – vocabulary and meanings – grammatical features – sentence functions, types and structures – effects – how language used to inform and involve audience – how text represents Amir’s thoughts and feelings.  <b>Assessment Focuses:</b> Quality of expression – selection/application of LFA – identifying significant language features – explaining and interpreting language use.</p>	
<p><b>Mark</b></p>	<p><b>AO3i</b>  <b>Know and use key features of frameworks for the systematic study of spoken and written English.</b></p>	<p><b>Mark</b></p> <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>
<p><b>8-10</b></p>	<ul style="list-style-type: none"> <li>• Appropriate range of features explored.</li> <li>• Clear and accurate description of distinctive language features and patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>• Rare errors.</li> <li>• <i>Describes sentence types and uses clause analysis systematically and purposefully.</i></li> <li>• <i>Discusses verb forms: tense switching, use of simple present/past tense, present progressive/past perfective aspect, modal verbs.</i></li> <li>• <i>Analyses some of the following: abstract/concrete nouns, types of adverb/adjective.</i></li> <li>• <i>Gives perceptive overview of lexical features/semantic features, eg descriptive/sensory vocabulary, figurative language.</i></li> <li>• <i>Integrates analysis of different features.</i></li> </ul>	<p><b>8-10</b></p> <ul style="list-style-type: none"> <li>• Confident description and exploration of language features and their explanatory context.</li> <li>• Close detailed points.</li> <li>• A subtle interpretation, drawing on and integrating various levels of description.</li> <li>• Well integrated use of examples and quotations.</li> <li>• Engagement with text’s meaning, purpose and effects.</li> <li>• <i>Explores meaning of grammatical features, eg sentence types, forms, verb tenses, modals, adverbials.</i></li> <li>• <i>Engages perceptively with narrative strategies for creating location, tension and atmosphere, eg direct speech, minor sentences, flashback.</i></li> <li>• <i>Explores narrative viewpoint/positioning of the reader/structure of the narrative.</i></li> <li>• <i>Shows some overview, eg effects/devices which shape the reader’s perceptions of the characters.</i></li> <li>• <i>Explores patterns of meaning in figurative language.</i></li> </ul>
<p><b>6-7</b></p> <p><b>5</b></p>	<ul style="list-style-type: none"> <li>• Evidence of some range or depth.</li> <li>• Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>• Largely accurate.</li> <li>• <i>Describes word classes, eg nouns, adjectives, verbs, adverbs, conjunctions.</i></li> <li>• <i>Describes sentence functions.</i></li> <li>• <i>Looks at types of vocabulary/different semantic fields, such as body parts, nature, sounds.</i></li> <li>• <i>Considers adverbials of time and place.</i></li> <li>• <i>Identifies some examples of figurative language.</i></li> </ul> <ul style="list-style-type: none"> <li>• Consistent use of linguistic frameworks.</li> <li>• Describes significant language features or patterns using lexical semantic, grammatical, phonological frameworks.</li> <li>• Basically accurate.</li> <li>• <i>Identifies pronouns, eg 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> person.</i></li> <li>• <i>Classifies some lexical features, eg positive and negative lexis.</i></li> </ul>	<p><b>6-7</b></p> <ul style="list-style-type: none"> <li>• Describes a range of significant language features.</li> <li>• Clear and detailed understanding of context’s influence.</li> <li>• Interprets text’s communicative intent.</li> <li>• Fully supported</li> <li>• <i>Writes closely on word classes and sentence functions and their effects.</i></li> <li>• <i>Engages closely with representation of characters and narrative structure/viewpoint.</i></li> <li>• <i>Considers the effects of figurative language.</i></li> </ul> <p><b>5</b></p> <ul style="list-style-type: none"> <li>• Describes key features of language variation.</li> <li>• Understands effects of context.</li> <li>• Understanding of what text is trying to communicate.</li> <li>• Illustrated points.</li> <li>• <i>Looks at how the text uses first-person viewpoint.</i></li> <li>• <i>Makes some comment on presentation of Amir/Baba.</i></li> </ul>
<p><b>4</b></p> <p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Uses a linguistic framework.</li> <li>• Identifies and attempts to describe relevant language features.</li> <li>• Uncertainty of description – some errors occur.</li> <li>• Restricted range</li> <li>• <i>Broad identification of semantic fields.</i></li> <li>• <i>Identifies connotations.</i></li> </ul> <ul style="list-style-type: none"> <li>• Attempts to use frameworks for description.</li> <li>• Identifies relevant language features.</li> <li>• Occasional accuracy of description.</li> <li>• <i>Focuses partially on language.</i></li> <li>• <i>Broad discussion of formality and complexity.</i></li> </ul>	<p><b>4</b></p> <ul style="list-style-type: none"> <li>• Distinguishes some features of language variation.</li> <li>• Awareness of what texts are trying to communicate.</li> <li>• Illustrated points</li> <li>• <i>Looks at broad fields of meaning.</i></li> <li>• <i>Comments on some word choices and connotations.</i></li> <li>• <i>Shows general sense of purposes/focus on Amir and Baba.</i></li> </ul> <p><b>3</b></p> <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>Makes broad comments about audience, fictional characters.</i></li> </ul>
<p><b>2</b></p> <p><b>1</b></p> <p><b>0</b></p>	<ul style="list-style-type: none"> <li>• Attempts to use frameworks but minimal accuracy achieved.</li> <li>• <i>Quotes without linguistic description.</i></li> <li>• <i>Identifies unhelpful linguistic features and labels with no sense of significance, eg lists nouns.</i></li> </ul> <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> <ul style="list-style-type: none"> <li>• No engagement with the data extracts.</li> </ul>	<p><b>2</b></p> <ul style="list-style-type: none"> <li>• Simple/generalised/descriptive accounts of the content of the text.</li> <li>• Paraphrase.</li> <li>• Excessive quotation.</li> <li>• Superficial reactions to texts.</li> <li>• <i>Summarises or paraphrases the story.</i></li> </ul> <p><b>1</b></p> <ul style="list-style-type: none"> <li>• Major misunderstanding of audience/purpose/context/content/meaning.</li> </ul> <p><b>0</b></p> <ul style="list-style-type: none"> <li>• Text has no influence on the work.</li> </ul>

<b>Mark</b>	<b>AO1</b> <b>Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology 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>• No use of/complete 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.</li> <li>• Incomprehensible.</li> </ul>

<b>Q2</b>	<p><b>Key words:</b> opening of novel – readers aged 14–16 – experiences of evacuee children – London – World War II – day of evacuation – departure from London – end before arrive at destination – 400–500 words – narrative – <b>Texts B, C, D and E.</b></p> <p><b>Assessment Focuses:</b> Selection and adaptation of source idea – form and shaping – stylistic choices – writing for audience and purpose – following genre.</p>		
<b>Mark</b>	<p><b>AO2</b>  <b>Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic choices to explain and comment on choices made.</b></p>		
	<b>A Content</b>	<b>B Form</b>	<b>C Style</b>
8-10	<ul style="list-style-type: none"> <li>• Interesting/engaging content for audience/purpose.</li> <li>• <i>Comprehensive and detailed overview of issues involved in evacuating children.</i></li> <li>• <i>Omission of information not relevant to new audience.</i></li> <li>• <i>Sources thoroughly and skilfully transformed.</i></li> <li>• <i>Ability to show empathy with evacuees.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Skilful/knowledgeable use of forms.</li> <li>• Reader guided.</li> <li>• Some ability to innovate/take risks.</li> <li>• Well constructed.</li> <li>• <i>Interesting and lively narrative that communicates issues effectively.</i></li> <li>• <i>Highly competent use of narrative conventions.</i></li> <li>• <i>Highly cohesive.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Close attention to the communication of meaning.</li> <li>• Judicious choices.</li> <li>• Stylish.</li> <li>• A text that works.</li> <li>• Complexity and difficulty handled well.</li> <li>• Rare errors.</li> <li>• <i>Control of syntactic patterns to direct and focus the reader's attention.</i></li> <li>• <i>Stylish use of sentence effects.</i></li> <li>• <i>Voice(s) and viewpoint controlled.</i></li> <li>• <i>Imaginative re-creation of atmosphere and feeling.</i></li> </ul>
6-7	<ul style="list-style-type: none"> <li>• Content well selected for specific audience and purpose.</li> <li>• <i>Sources assimilated and transformed.</i></li> <li>• <i>Salient content identified.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Convincing control of form, paying attention to genre and needs of audience.</li> <li>• <i>Appropriate layout, paragraphing and sentencing.</i></li> <li>• <i>Varied effects.</i></li> <li>• <i>Well organised.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Style sustained.</li> <li>• Shaping at all levels.</li> <li>• Straightforward styles used.</li> <li>• Accuracy firmly controlled.</li> <li>• Appropriate sentence styles.</li> <li>• <i>Vocabulary is carefully chosen to suit audience.</i></li> <li>• <i>Convincing voice(s) and narrative viewpoint.</i></li> <li>• <i>Sustained attention to character and context.</i></li> <li>• <i>Controlled, fluent style.</i></li> </ul>
5	<ul style="list-style-type: none"> <li>• Developed content that fulfils the task.</li> <li>• <i>A recognisably new text is created.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Competent handling of a form, showing knowledge of requirements and conventions.</li> <li>• <i>Sound narrative structure.</i></li> <li>• <i>Clearly recognisable as a narrative aimed at readers aged 14-16.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Controlled and clear style employed.</li> <li>• Some slips.</li> <li>• Infrequent technical errors.</li> <li>• <i>Some informal features used to create a convincing sense of voice(s) and viewpoint.</i></li> </ul>
4	<ul style="list-style-type: none"> <li>• Developed and appropriate content with some gaps.</li> <li>• <i>Transformation occurs.</i></li> <li>• <i>Sources used to characterise the narrative.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Clear structural elements.</li> <li>• Basic handling of form.</li> <li>• Simple forms.</li> <li>• <i>Some awareness of shaping a narrative.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Style shaped for audience/purpose.</li> <li>• Occasional errors.</li> <li>• <i>Use of appropriate voice(s) and viewpoint.</i></li> </ul>
3	<ul style="list-style-type: none"> <li>• Sustained content – broadly appropriate for audience/purpose.</li> <li>• Some unnecessary content.</li> <li>• <i>Closely reliant on source texts.</i></li> <li>• <i>Limited range in terms of content or function.</i></li> <li>• <i>Some identification of relevant points.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Some awareness of textual structures/conventions.</li> <li>• <i>Some direction to the narrative.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Style modified for audience and purpose.</li> <li>• Inconsistent.</li> <li>• Frequent errors.</li> <li>• <i>Some stylistic shifting.</i></li> </ul>
2	<ul style="list-style-type: none"> <li>• Undeveloped content.</li> <li>• Unlikely to engage/satisfy audience.</li> <li>• <i>Unassimilated.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Simple organisational features.</li> <li>• Limited realisation of conventions.</li> <li>• <i>Overlong sentences.</i></li> <li>• <i>No narrative control.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Simple style broadly shaped for audience and purpose.</li> <li>• Intrusive basic errors.</li> <li>• Untransformed sources.</li> <li>• <i>Very limited communication.</i></li> </ul>
1	<ul style="list-style-type: none"> <li>• Simple outline.</li> <li>• Rough notes.</li> <li>• <i>Fragmented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Rudimentary form.</li> <li>• <i>Reliant on the form of the source.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• <i>Communication impeded.</i></li> </ul>
0	<ul style="list-style-type: none"> <li>• Insubstantial.</li> </ul>	<ul style="list-style-type: none"> <li>• No sense of form or shaping of material.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Fails to communicate.</i></li> </ul>

<b>Q3</b>	<p><b>Key Words:</b> Linguistic devices – narrative – suitable – audience and purpose – examples – illustrate points – provide reasons – linguistic choices.</p> <p><b>Assessment Focuses:</b> Quality of expression – selection/application of LFA – exploring audience/purpose – explaining and commenting on language use.</p>		
<b>Mark</b>	<b>AO2</b> <b>Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to comment on choices made.</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>• Clear overview of how to create appropriate effects for audience and purpose, showing a good understanding of how language works at different levels.</li> <li>• <i>Looks at sentence functions and types.</i></li> <li>• <i>Analyses communicative strategies employed for audience and purpose.</i></li> </ul>	<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>• Distinguishes a range of significant features.</li> <li>• Clear and detailed comment on texts' communicative intent.</li> <li>• Fully supported, showing linguistic insight.</li> <li>• <i>Deals with significant word classes.</i></li> <li>• <i>Explores issues of voice/viewpoint.</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>5</b>	<ul style="list-style-type: none"> <li>• Distinguishes key features of style and effects created.</li> <li>• Illustrated points using linguistic knowledge.</li> <li>• <i>Makes some comment on issues of voice/viewpoint.</i></li> <li>• <i>Identifies person and number of pronouns.</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>4</b>	<ul style="list-style-type: none"> <li>• Some identification of language features used.</li> <li>• Some use of linguistic frameworks or concepts.</li> <li>• <i>Some discussion of voice/viewpoint.</i></li> <li>• <i>Identifies pronouns.</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 emerge.</li> <li>• Some control of linguistic register.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Awareness of effect of audience and purpose and own intentions shown.</li> <li>• <i>Identifies examples of genre: mainly vocabulary/formality.</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>2</b>	<ul style="list-style-type: none"> <li>• Descriptive account of text written: explains content.</li> <li>• Unanalysed quotations for examples.</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>• No use of/complete misunderstanding of linguistic terms.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Minimal commentary on the text.</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>• No reference to candidate's own text.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>