



General Certificate of Education

English Language 6701 *Specification A*

EA4W Language Investigation

Mark Scheme

2008 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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6701 English Language Marking Scheme How to Mark

Aims

When you are marking your allocation of scripts your main aims should be:

1. to recognise and identify the achievements of candidates;
2. to put into a rank order the achievements of candidates (do not grade them – that is something that is done later using the rank order that your marking has produced);
3. to ensure comparability of assessment for all candidates, regardless of question or examiner.

Approach

It is important to be *open minded* and *positive* when marking scripts.

The specification recognises the variety of experiences and knowledge that candidates will have. It encourages them to study language in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the quality of *what the candidate offers*.

Do not mark scripts as though they were mere shadows of some Platonic ideal (or the answer *you* would have written). The mark schemes have been composed to assess quality of response and not to identify expected items of knowledge.

The Marking Grids

The specification has generic marking grids for each Assessment Objective which are customised for individual tasks. These have been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands.

Within each assessment objective there are five broad bands representing different levels of achievement.

Do not think of bands equalling grade boundaries. Depending on the part of the examination the bands will have different mark ranges assigned to them. This will reflect the different weighting of assessment objectives in particular tasks and across the examination as a whole. You may be required to give different marks to bands for different assessment objectives.

Using the Grid

You will need to give a mark for each Assessment Objective being tested in a particular question. These marks will then be totalled up for that question. To identify the mark for an Assessment Objective ask:

What descriptors reflect the answer you are marking?

On some occasions the descriptors in a band will only have one mark attached to them. On other occasions there will be a range of marks. In some bands there are upper and lower descriptors in such cases to help you.

Sometimes you will need to decide whether a script is displaying all the characteristics of a band firmly: if so, put it at the top of the band. As soon as a script has fulfilled one band and shows signs of the next, you should put it into that next band.

If a script displays some characteristics of a band barely, place it at the bottom of the band. If the script shows a range of some of the band's qualities, place it between the top and bottom of the band as seems fair.

Annotating scripts

It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

To this end you should:

- identify points of merit with ✓ or ✓✓;
(ensure that you don't go into automatic ticking mode where you tick rhythmically every 10 lines - ticks should engage with the detail of a candidate's thinking and analysis);
- write notes in the margin commenting on the answer's relationship to the AOs/grid/key words/focus;
- identify linguistic errors with a ✕;
- identify errors of spelling or punctuation by underlining, eg sentance;
- write a summative comment at the end for each Assessment Objective;
- indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence;
- add up the marks for each Assessment Objective;
- put a ringed total in the right hand margin at the end of the answer.

Eg AO1 5
 AO3ii 12
 AO4 6
 AO5ii 10

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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.

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

Language Investigation

- award a mark out of 10 for AO1 in the right hand margin
- award a mark out of 20 for AO3ii in the right hand margin
- award a mark out of 10 for AO4 in the right hand margin
- award a mark out of 20 for AO5ii in the right hand margin
- add together and put a ringed total out of 60 in the right hand margin

Eg

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

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Transfer the ringed mark to the box on the front of the answer booklet. Initial your mark.

Q1	Key Words: Aim – linguistic frameworks – detailed analysis – conclusions – evaluation – further research. Assessment Focuses: Quality of expression – selection/application/evaluation of LFA – exploring issues/concepts – analysing/evaluating language use.		
Mark	AO1: Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent expression.	Mark	AO3ii: Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of approaches taken.
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: eg sentence functions, types, structures, parenthetical clauses, modification, adverbials of place, time and manner, active/passive voice, tense shifts.</i> <i>Gives perceptive overview of lexical features: eg pompous/ceremonial language, stylistic variation, archaisms, tautologous expressions/wordiness, language of the law.</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.</i> <i>Makes effective use of word classes, eg verb tenses.</i> <i>Looks closely at lexical range: eg stylistic variation: specialist/general, objective/personal, emotive/factual, formal/informal, metaphorical/literal.</i> <i>Looks closely at some salient semantic fields: eg etiquette, terms of address, monarchs' regalia.</i>
6	<ul style="list-style-type: none"> Firm control of accuracy. Controlled expression of ideas. Lines of argument. Controlled linguistic register. 	11-12	<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.</i> <i>Uses a range of word classes, eg proper nouns, verbs, and pronouns (person).</i> <i>Looks at some formal and informal features.</i> <i>Looks at negative and positive lexis.</i> <i>Looks at some semantic fields related to coronation proclamation, eg dress, jewellery.</i>
5	<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. 	9-10	<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: eg adjectives and nouns.</i> <i>Notes some lexical features, eg old fashioned lexis.</i>
4	<ul style="list-style-type: none"> Occasional technical errors. Expression suitable for ideas. Structure/organisation emerge. Some control of linguistic register. 	7-8	<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.</i> <i>Identifies broad fields, eg king, queen.</i>
3	<ul style="list-style-type: none"> Frequent errors. Conveys basic ideas. Scatter gun structure. Occasional use of linguistic terms. 	5-6	<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. <i>Dwells on complexity, formality/informality.</i>
2	<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. 	3-4	<ul style="list-style-type: none"> Feature spotting not tied to any analysis. <i>Identifies unhelpful linguistic features and labels with no sense of purpose or significance.</i>
1	<ul style="list-style-type: none"> Major flaws in language. Communication impeded. Some points are conveyed. 	2	<ul style="list-style-type: none"> Attempts to apply frameworks but minimal accuracy achieved.
0	<ul style="list-style-type: none"> Total irrelevance/incomprehensible. 	1	<ul style="list-style-type: none"> Minimal engagement with language or data extracts. Lacks quotations or reference to the language of extracts.
		0	<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 of social/cultural dimensions.</i> • <i>Explores issues about text type and functions.</i> • <i>Explores audience's level of knowledge.</i> • <i>Explores the representation of monarchs/monarchs to be.</i> • <i>Explores how people involved in royal ceremonies are represented.</i> • <i>Explores male/female representations.</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 monarchs/monarchs to be are represented.</i> • <i>Considers how people involved in royal ceremonies are represented.</i> • <i>Considers male/female representations.</i> • <i>Looks closely at the relationship between writer and audience.</i> • <i>Looks closely at genre.</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>Looks at some salient features.</i> • <i>Articulates a response to the texts, eg sees some significance in genre, relationship between writer and audience.</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, eg labels broad fields.</i> • <i>Responds to tone and attitudes, eg irreverence/reverence.</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 very generally at writer, audience, mode, genre, subject matter. 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. • Strongly supported 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/time of publication.</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 the relationship between language, purpose, genre and audience.</i> • <i>Usefully incorporates theoretical/research knowledge.</i> • <i>Gives some consideration to social/cultural values/time of publication.</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, eg how genre/purpose/audience affect 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>