



General Certificate of Education

English Language 6701 *Specification A*

ENA6 Language Debates

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 (not to 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*.

Don't 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 in the manner of a shopping list. Occasionally examples are given to indicate what type of content might typify certain levels of response. These content points are not *necessary* for a particular mark, but they are *likely*. Nonetheless other examples could indicate the same quality.

The Marking Grids

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

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 Grids

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.

Grids for individual questions

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 errors with a X
- write a summative comment at the end for the AOs

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	2	3ii	4	5ii	Total
Section A: Data Analysis	1 (a)	10		5			40
	1 (b)			5			
	1 (c)			10		10	
Section B: Response in a Particular Form	2 (a)		15		20		40
	2 (b)		5				

Question 1

1 (a)

Award an AO3ii mark out of 5 to 1a.

Double tick up to 3 correct points in the body of the script. Use a single tick for partially correct points.

Place a ringed mark out of 5 in the right hand margin. Transfer to the front cover.

1 (b)

Award an AO3ii mark out of 5 to 1b.

Place a ringed mark out of 5 in the right hand margin. Transfer to the front cover.

1 (c)

Award an AO3 ii mark out of 10 to 1c. Place in the margin.

Award an AO5 ii mark out of 10 to 1c. Place in the margin.

Add these marks and ring total. Transfer to the front cover.

AO1

Write a note at the end of 1 (c) covering the quality of writing in 1 (a) 1 (b) and 1 (c). Put a ringed mark in the margin and transfer to the front cover as AO1.

Question 2

2 (a)

Award an AO2 mark out of 15 to 2a. Place in the margin.

Award an AO4 mark out of 20 to 2a . Place in the margin.

Add these marks and ring total. Transfer to the front cover.

2 (b)

Award an AO2 mark out of 5.

Ring and transfer to the front cover.

1a	<p>Assessment Focuses: Application and exploration of Linguistic Frameworks for Analysis</p> <p>Keywords: Data List - Comment linguistically – word formation processes – three words</p>
Mark	AO3ii: Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken.
5	<ul style="list-style-type: none"> • 3 examples described linguistically and accurately: affixation, suffixation, compounding, acronym, rhyming, metaphor. • Clear focus on word formation.
4	<ul style="list-style-type: none"> • 2 examples described linguistically and accurately. • Clear focus on word formation.
3	<ul style="list-style-type: none"> • 1 example discussed linguistically and accurately with clear focus on word formation. <p>AND</p> <ul style="list-style-type: none"> • Discusses other examples with partial accuracy of linguistic description/clarity about word formation.
2	<ul style="list-style-type: none"> • 1 example discussed linguistically and accurately with clear focus on word formation. <p>OR</p> <ul style="list-style-type: none"> • Discusses other examples with partial accuracy of linguistic description/ clarity about word formation.
1	<ul style="list-style-type: none"> • Discusses examples without linguistic description. • Weak focus on word formation.
0	<ul style="list-style-type: none"> • Minimal or no reference to the data. • Misunderstanding of data.

1b	<p>Assessment Focuses: Application and exploration of Linguistic Frameworks for Analysis</p> <p>Keywords: Explain the methodology you would use to carry out an investigation of linguistic representations of gender.</p>
Mark	AO3ii: Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken.
5	<ul style="list-style-type: none"> • Perceptive methodology. • Evaluates methodology. • <i>Conceptualises types of data collection (eg questionnaire, interview, participant analysis, semantic differential).</i> • <i>Addresses issues of validity (observer's paradox, demand characteristics, audience response) and ethics.</i> • <i>Illuminating focus for investigation.</i>
4	<ul style="list-style-type: none"> • Reflects on the purposes of a detailed methodology. • <i>Shows understanding of how to investigate representations, eg what linguistic features would be used.</i> • <i>Discusses extra-linguistic variables.</i>
3	<ul style="list-style-type: none"> • Explains a well focussed methodology. • <i>Explains particular types of texts or language uses to be analysed.</i>
2	<ul style="list-style-type: none"> • Outlines approaches to data collection. • <i>Describes how spoken or written data would be gathered at a literal level.</i> • <i>Broad conception of investigation: imprecise focus.</i>
1	<ul style="list-style-type: none"> • Shows awareness of the need to collect data.
0	<ul style="list-style-type: none"> • No awareness of need to collect data.

1c	<p>Assessment Focuses: Quality of expression – application of Linguistic Frameworks for Analysis – analysing and evaluating significant language features. Keywords: Analyse and evaluate – how – ideas and opinions about language and gender – presented – Discuss – how convincing – ideas and opinions – Text A and B.</p>		
Mark	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.	Mark	AO5ii: Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.
9-10	<ul style="list-style-type: none"> • Selects appropriate range of frameworks and applies in some depth. • Searching and confident linguistic analysis, using frameworks to enhance and illuminate understanding. • Clear and accurate description. • <i>Analyses sentence, clause and phrase structures.</i> • <i>Integrates different levels of analysis.</i> • <i>Characterises overall style perceptively.</i> 	9-10	<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 and quotation. • Evaluates appropriateness /success. • <i>Evaluates views of language and gender in the texts.</i> • <i>Evaluates the representations of feminism.</i> • <i>Evaluates styles and credibility.</i> • <i>Analyses sentence and clause structures.</i>
7-8	<ul style="list-style-type: none"> • Selects and identifies a range of illuminating frameworks, showing understanding of their value. • Illuminating application of linguistic frameworks. Describes range of language features or patterns using lex-sem, gramm, phon frameworks. • Rare errors. • <i>Describes word classes in depth: verb tenses, aspect, voice, modals, adverb types, noun types.</i> • <i>Describes specific sentence types.</i> • <i>Characterises lexical style perceptively.</i> 	7-8	<ul style="list-style-type: none"> • Confident analysis of language features, their explanatory context and their communicative impact. • A subtle reading integrating various levels of description. • Exploration of texts' meaning, purpose and effects. • Close reading and well-integrated quotation. • Evaluative comments are well supported. • <i>Evaluates texts' positioning of audience/self-representation.</i> • <i>Explores how texts reveal views about feminism.</i> • <i>Explores how texts makes ideas dramatic/forceful/important.</i> • <i>Explores tone and approach.</i>
5-6	<ul style="list-style-type: none"> • Selects and identifies some frameworks. • Consistent application of linguistic frameworks. Describes significant language features or patterns using lex-sem, gramm, phon frameworks. • Largely accurate. • <i>Describes sentence functions/moods.</i> • <i>Describes word classes: nouns, verbs, adjectives, adverbs, conjunctions, determiners.</i> 	5-6	<ul style="list-style-type: none"> • Analyses meanings of a range of language features. • Clear and detailed understanding of context's influence. • Engagement with texts' communicative intent. • Fully supported. • Some evaluative comment tied to textual detail. • <i>Examines particular ideas and opinions.</i> • <i>Analyses how word classes present some ideas about language and gender.</i> • <i>Evaluates elements of persuasive style.</i>
4 3	<ul style="list-style-type: none"> • Selects and identifies a framework • Applies a linguistic framework. Describes relevant language features. • Uncertainty of description – some errors occur. • <i>Generalises about some relevant features without detail/development - eg sentence types.</i> • <i>Identifies slang, pronouns, metaphors, alliteration, fields.</i> <ul style="list-style-type: none"> • Selects some relevant language features. • Attempts to apply frameworks for description. • Occasional accuracy of description. • <i>Focuses on graphology.</i> • <i>Identifies formality, complexity, connotations generally.</i> 	4 3	<ul style="list-style-type: none"> • Distinguishes some features of language variation. • Begins to analyse what text communicates. • Illustrated points. • Broadly evaluative. • <i>Shows understanding of Williams' critical attitudes towards language describing women.</i> • <i>Gives broad comments about accessibility/complexity.</i> <ul style="list-style-type: none"> • Identifies some features of language variation. • Broad analysis of how context has influenced language use. • Some use of content: specific references/examples/ quotation. • <i>Shows general understanding of focus on language & gender.</i> • <i>Identifies audiences/purposes.</i>
2 1 0	<ul style="list-style-type: none"> • Attempts to use frameworks but minimal accuracy achieved. • <i>Quotes judiciously without linguistic description.</i> • <i>Labels unhelpful linguistic features with no sense of significance of chosen quotations.</i> <ul style="list-style-type: none"> • Minimal engagement with language of the data extracts. • <i>Quotes/refers to language of the extracts rarely.</i> <ul style="list-style-type: none"> • No engagement with data extracts. 	2 1 0	<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>Gives well selected but unanalysed quotations.</i> • <i>Summarises/recounts the information in the extracts.</i> <ul style="list-style-type: none"> • Limited understanding. Major misunderstanding of mode/ purpose/context/content/meaning. • <i>Rare quoting or reference to language of the article.</i> <ul style="list-style-type: none"> • Text has no influence on the work.

Q 1 a b and c	
Mark	AO1: communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.
9-10	<ul style="list-style-type: none"> • Controlled use of technical aspects. • Precise and deft expression. Subtlety of effect. • Cogent, coherent and cohesive. • Linguistic flair.
7-8	<ul style="list-style-type: none"> • Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
6	<ul style="list-style-type: none"> • Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
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.
4	<ul style="list-style-type: none"> • Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register.
3	<ul style="list-style-type: none"> • Frequent errors. • Conveys basic ideas. • Scatter-gun structure. • Occasional use of linguistic terms.
2	<ul style="list-style-type: none"> • Intrusive basic errors. • Simple expression - conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms.
1	<ul style="list-style-type: none"> • Major flaws in language. • Communication impeded.
0	<ul style="list-style-type: none"> • Total irrelevance/Incomprehensible.

2a	<p>Assessment Focuses: Quality of expression – understand ideas about language and representation – explore attitudes to language reform.</p> <p>Key Words: Article – online edition of <i>The Guardian</i> – response to – <i>Conservative to the Core</i> by Zoe Williams and e-mail AngryFromBerkshire – Texts A and B explain and comment on linguistic views – significance of sexist language – use of the ideas and examples in Texts C, D and E – own knowledge and research.</p>
Mark	AO4: understand, discuss and explore concepts and issues relating to language in use.
17-20	<ul style="list-style-type: none"> • Conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Exploratory/original/evaluative approach. • <i>Evaluates the relative significance of arguments about language or social reform.</i> • <i>Evaluates the ironic attitudes to sexist language.</i> • <i>Explores idea that meanings do not just reside in words.</i> • <i>Argues a case about the significance of language reform, showing conceptualised understanding of social and cultural contexts.</i> • <i>Explores ideas relevantly and interestingly for audience, showing their significance.</i>
13-16	<ul style="list-style-type: none"> • Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • <i>Explores whether language reform is necessary – identifies arguments about language vs social reform.</i> • <i>Identifies and explains Cameron's view that PC language masks attitudes.</i> • <i>Explains the significance of the Sapir-Whorf hypothesis: linguistic relativity and determinism.</i> • <i>Explores the significance of the Loftus research.</i> • <i>Comments on views of Texts A and B.</i>
11-12	<ul style="list-style-type: none"> • Depth or range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Shows convincing knowledge of a range of linguistic ideas and research.</i> • <i>Examines positive effects of anti-sexist language campaigns.</i> • <i>Responds to views of Texts A and B.</i>
9-10	<ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Gives a linguistic discussion of some aspects of language and gender representation – eg suffixes, generics.</i> • <i>Offers some limited comment about importance and significance of language reform.</i> • <i>Some awareness of the context of discussion in an online quality newspaper.</i>
7-8	<ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Characterises the problems of representations of gender clearly – eg connotations and meanings.</i> • <i>Gives precise examples of language.</i> • <i>Draws on the beginning of Text C.</i> • <i>Refers to researchers and ideas about language and representation broadly or partially.</i>
5-6	<ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • <i>Shows some awareness of the issues concerning language and representation.</i> • <i>Limited range of examples.</i> • <i>Broad expression of significance.</i>
3-4	<ul style="list-style-type: none"> • Anecdotal/descriptive with implicit relevance. • <i>Makes a generalised discussion of Political Correctness without focus on language issues.</i> • Little focus on linguistic issues.
1-2	<ul style="list-style-type: none"> • <i>Gives a general discussion of social and cultural changes with little reference to language.</i>
0	<ul style="list-style-type: none"> • No understanding of anything concerned with the study of language.

2a	<p>Assessment Focuses: Quality of expression – understand ideas about language and representation – explore attitudes to language reform</p> <p>Key Words: Article – online edition of <i>The Guardian</i> – response to – <i>Conservative to the Core</i> by Zoe Williams – e-mail AngryFromBerkshire – Texts A and B explain and comment on linguistic views – significance of sexist language – ideas and examples in Texts C, D and E – own knowledge and research</p>	
Mark	<p>AO2: demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.</p>	
	<p>A Form</p>	<p>B Style</p>
13-15	<ul style="list-style-type: none"> • Ability to use demanding forms effectively. • Original and innovative as appropriate. • <i>Produces a polished and impressive piece.</i> • <i>Well shaped and structured tour of issues.</i> • <i>Effective closing.</i> 	<ul style="list-style-type: none"> • Flair, precision, deftness. • Controlled use of technical aspects. • <i>Uses vocabulary and syntax subtly to express arguments.</i> • <i>Combines information, analysis and argument with stylishness, wit and playfulness.</i> • <i>Uses language to entertain as well as inform and argue.</i>
10-12	<ul style="list-style-type: none"> • Skilful and knowledgeable use of forms. • Reader guided. • Some ability to innovate/take risks. • <i>Provides sub-editorial introduction.</i> • <i>Links topics, arguments and points coherently.</i> • <i>Uses cohesion and connective vocabulary well.</i> • <i>Concludes clearly.</i> 	<ul style="list-style-type: none"> • Close attention to the communication of meaning. Judicious choices. Stylish. Texts that work. • Complexity and difficulty handled well. • Rare errors. • <i>Write accessibly, controlling vocabulary and syntax.</i> • <i>Able to argue well-documented viewpoints.</i> • <i>Addresses the audience's situation and interests.</i> • <i>Directs content to audience's experiences and concerns.</i>
8-9	<ul style="list-style-type: none"> • Convincing control of form, paying attention to genre and needs of audience. • <i>Develops a line of thought.</i> • <i>Clear opening and reference to previous texts.</i> 	<ul style="list-style-type: none"> • Sustained use of register. Shaping at all levels. • Straightforward styles/registers used. • Firm control of accuracy. • <i>Transforms linguistic ideas clearly for audience.</i> • <i>Uses language effectively to review ideas.</i>
6-7	<ul style="list-style-type: none"> • Competent handling of a form, showing knowledge of requirements and conventions. • <i>Logical sequence of ideas explored.</i> • <i>Headline used.</i> 	<ul style="list-style-type: none"> • Controlled and clear register employed. Some slips. • Infrequent technical errors. • <i>Works to transform linguistic ideas for audience.</i> • <i>Takes some technical features or references to research for granted.</i>
4-5	<ul style="list-style-type: none"> • Clear structural elements. • Basic handling of a form. Simple forms. • <i>Clear paragraphs and topics used.</i> 	<ul style="list-style-type: none"> • Style shaped for audience/purpose. • Occasional errors. • <i>Uses some appropriate style for online context.</i> • <i>Recognises need to deal with a linguistic register.</i>
3	<ul style="list-style-type: none"> • Awareness of textual structures/conventions – weak control of formal principles. • <i>Short undeveloped paragraphs.</i> • <i>Basic control and shaping of content: limited line of thought.</i> • <i>Employs inappropriate sub-editorial writing.</i> 	<ul style="list-style-type: none"> • Style modified for audience and purpose. • Frequent errors. • <i>Shows some awareness of necessary style.</i> • <i>Uses frequent overly academic elements.</i> • <i>Uses overly informal style.</i>
2	<ul style="list-style-type: none"> • Simple organisational features. • Limited realisation of conventions. • <i>Essay like.</i> 	<ul style="list-style-type: none"> • General style with broad shaping for audience and purpose. • Intrusive basic errors. • <i>Uses a consistently academic style.</i> • <i>Uses language of sources consistently.</i>
1	<ul style="list-style-type: none"> • Misjudgement of form. 	<ul style="list-style-type: none"> • Major flaws in language. • Communication impeded. • Inappropriate style.
0	<ul style="list-style-type: none"> • No sense of form or shaping of material. 	<ul style="list-style-type: none"> • Fails to communicate.

2b	Assessment Focus: Using linguistic knowledge – explain and comment on choices Keywords: Identify three different choices of language – when writing your article – describe – linguistically – comment – meanings and effects – trying to convey.
Mark	AO2: demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made. Commentary
5	<ul style="list-style-type: none"> • Clear overview of how to create appropriate effects for audience and purpose. • Good understanding of how language works at different levels (3 clearly different examples). • 3 examples described linguistically and effects/meanings clearly analysed.
4	<ul style="list-style-type: none"> • Clear and detailed comment on text's communicative intent. • 2 examples described linguistically and effects/meanings clearly analysed.
3	<ul style="list-style-type: none"> • Distinguishes key features of style and effects created. • 1 example described linguistically and effects/meanings clearly analysed. <p>AND</p> <ul style="list-style-type: none"> • Describes other features without comment on effect/comments without description.
2	<ul style="list-style-type: none"> • Conveys understanding of general appropriateness for audience and purpose. <p>OR</p> <ul style="list-style-type: none"> • Describes two features without comment on effect. • Comments without description. • Comments on literal meanings of features. <p>OR</p> <ul style="list-style-type: none"> • 1 example described linguistically and effects/meanings clearly analysed.
1	<ul style="list-style-type: none"> • Conveys own intentions broadly. • Focuses on content decisions. • Unanalysed but relevant quotations without any linguistic description. • No quotations.
0	<ul style="list-style-type: none"> • Minimal or no reference to the candidate's own text.