**AQA**

# General Certificate of Education
# June 2010

## English Language A      1701

## ENGA1     Seeing through Language

# Mark Scheme

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.

## 1701 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*.

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 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.  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 <u>sentance</u>
- 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
- put a ringed mark in the right hand margin for **each** AO, see p 5.

**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 | 3<br>(i) Mode     (ii) Meaning | | 4 | Total |
|---|---|---|---|---|---|---|
| **Question 1 Language and Mode** | **15** | | **15** | **15** | | **45** |
| **Questions 2 & 3 Language Issues**   0\|2   0\|4 | **10** | | | | | **45** |
| 0\|3   0\|5 | **5** | **30** | | | | |

## Section A – Language and Mode

## Question 1

- Award a mark out of 15 for AO1 and put a ringed mark in the right hand margin.
- Award a mark out of 15 for AO3 (i) – *Mode* and put a ringed mark in the right hand margin.
- Award a mark out of 15 for AO3 (ii) – *Meaning* and put a ringed mark in the right hand margin.

|  | Eg | right hand margin |
|---|---|---|
| AO1 | | (12) |
| AO3 Mode | | (12) |
| AO3 Meaning | | (11) |

## Section B – Language Development

**Questions 2** `0` `2`   **or 3** `0` `4`

Award a mark out of 10 for AO1, and put a ringed mark in the right hand margin.

**Questions 2** `0` `3`   **or 3** `0` `5`

- Award a mark out of 5 for AO1, and put a ringed mark in the right hand margin.
- Award a mark out of 15 for AO2 double it and put it in the right hand margin.

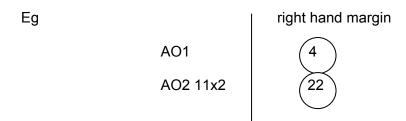|  | Eg | right hand margin |
|---|---|---|
| AO1 | | (4) |
| AO2 11x2 | | (22) |

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.

| **1** | **Key words:** Describe and explain the main mode characteristics of the texts. Analyse and evaluate how the participants in **Text A** and the writer of **Text B** use language to achieve their purposes and create meanings. In your answer you should consider: vocabulary and meanings, grammatical features and their effects, how the texts are organised, how the participants in Text A use language to interest and inform listeners, how the writer of Text B uses language to inform, entertain and persuade readers.<br>**Assessment focuses:** Quality of expression – selection/application/evaluation of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features – writer's/participants' aims and purposes – Mode characteristics – creation of meanings. |
|---|---|
| **Mark** | **AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.**<br>(Award a mark out of 15) |
| **13-15** | Uses sophisticated and demanding linguistic terms with rare mistakes.<br>Guides reader structurally and stylistically.<br>Makes very few technical errors.<br>*Candidates are likely to describe:*<br>• *sentence types, clauses and clause elements*<br>• *pragmatic features*<br>• *structural features*<br>• *types of turn.* |
| **10-12** | Uses a range of linguistic terms or in some depth with occasional errors.<br>Develops a line of argument in controlled linguistic register.<br>Shows firm control of technical accuracy.<br>*Candidates are likely to describe:*<br>• *types of nouns, adjectives, adverbs and conjunctions*<br>• *verb tenses, aspect, voice, modality*<br>• *interactive features.* |
| **6-9** | Uses linguistic terms consistently and largely accurately.<br>Communicates clearly with clear topics and paragraphs.<br>Makes infrequent technical errors.<br>*Candidates are likely to describe:*<br>• *word classes: adjectives, verbs, adverbs, conjunctions*<br>• *sentence functions.* |
| **4-5** | Begins to use linguistic terms but with some errors.<br>Expresses ideas with organisation emerging.<br>Occasional technical errors.<br>*Candidates are likely to label:*<br>• *pronouns precisely*<br>• *some phonological features*<br>• *some lexical-semantic features.* |
| **3** | Attempts to use linguistic terms with occasional accuracy of description.<br>Conveys basic ideas with some organisation.<br>Frequent errors.<br>*Candidates are likely to identify:*<br>• *graphology/complexity/formality.* |
| **2** | Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description.<br>Makes basic errors that intrude on communication. |
| **1** | Rarely quotes or refers to the language of the text(s).<br>Has major flaws in language that impede communication.<br>Does not communicate. |
| **0** | Does not comment on the texts. |

| Mark | AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language. | |
|---|---|---|
| | Award a mark out of 15 for analysis of **mode** features. | Award a mark out of 15 for analysis of **meaning**. |
| 13-15 | **Makes close detailed points drawing on and integrating various aspects of description. Engages perceptively with texts' meanings, purposes and effects.** | |
| | *Candidates are likely to explore:*<br>• *elements of mixed modes*<br>• *conceptualised overviews of mode*<br>• *syntactical simplicity/complexity*<br>• *discourse structures.* | *Candidates are likely to explore:*<br>• *sentence and clause effects*<br>• *rhetorical strategies*<br>• *use of metaphor and shared knowledge as strategies in B*<br>• *domestic and familial detail in A.* |
| 10-12 | **Analyses context's influence and interprets texts' communicative intent clearly and in detail.** | |
| | *Candidates are likely to analyse:*<br>• *expressive and message orientation of the texts*<br>• *repetition*<br>• *degree of interactivity*<br>• *role of interviewer.* | *Candidates are likely to analyse:*<br>• *representation of the Glastonbury festival*<br>• *representation of music and entertainment*<br>• *representation of family camping.* |
| 6-9 | **Understands effect of context and what texts are trying to communicate.** | |
| | *Candidates are likely to discuss:*<br>• *shared context and address: inclusiveness and shared interests*<br>• *planning and structuring*<br>• *visual design*<br>• *markers of spoken mode.* | *Candidates are likely to discuss:*<br>• *meanings of word choices*<br>• *specific details of music and living conditions at Glastonbury*<br>• *information about problems*<br>• *specific advice and information.* |
| 4-5 | **Shows awareness of effect of context. Begins to interpret what texts are trying to communicate.** | |
| | *Candidates are likely to explain:*<br>• *use of standard/non-standard English*<br>• *permanence/transience*<br>• *personal and direct address.* | *Candidates are likely to explain:*<br>• *broad topics: camping, bad weather, discomfort and musical opinion.* |
| 3 | **Identifies some features of language variation. Has broad awareness that context has influenced language use.** | |
| | *Candidates are likely to identify:*<br>• *bold, capitals, punctuation, font*<br>• *images*<br>• *short paragraphs*<br>• *adjacency pairs.* | *Candidates are likely to identify:*<br>• *entertainment and information functions broadly*<br>• *general (any listeners or viewers) and specific (festival fans) audiences.* |
| | **Gives simple/generalised/descriptive accounts of the context of the texts.** | |
| 2 | *Candidates are likely to:*<br>• *label texts as writing (TV listing) and speech (interviews).* | *Candidates are likely to:*<br>• *give well selected but unanalysed quotations.* |
| 1 | Misunderstands audience/purpose/context/content/meaning significantly. | |
| 0 | Does not comment on the texts. | |

| **2** | **Key words:** Comment linguistically on five different features of language use which you find of interest. |
|:---:|:---|
| 0 2 | **Assessment focuses:** Application and exploration of Linguistic Frameworks for Analysis. |
| **Mark** | **AO1: Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.** |
| **0-10** | • Award 2 marks for each linguistic feature described fully and accurately. <br> • Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description. |
| | *Candidates are likely to discuss:* <br><br> • *consonant clusters implification/final consonant deletion – 'bissy'* <br> • *ellipsis – 'you play snakes and ladders me'* <br> • *clipped pronunciation of complex word – 'seen'* <br> • *simple sentences – 'Amy see me'* <br> • *demand function – 'me want a bissy'* <br> • *declarative mood – 'you take bissy'* <br> • *object pronoun used as subject 'me want that'* <br> • *disconnected response – 'see Jack'* <br> • *imperative mood – 'you play …'* <br> • *precise semantic usage – 'snakes and ladders'* <br> • *repetition for emphasis – 'see me (.) see me'* <br> • *interrogative mood – 'what's that'* <br> • *domestic/familial lexical fields – 'bissy', 'Amy', 'seen'* <br> • *interactivity (role of care-giver) – 'what is it'* <br> • *two word/telegraphic utterances* <br> • *meaning relation (agent/action/affected).* |

| 2 | **Key words:** How important is interaction between children and adult speakers in the process of language acquisition? In your answer you should: refer to particular examples of children's language, discuss a variety of contexts, use relevant research and theory, present a clear line of argument. | | |
|---|---|---|---|
| 0   3 | **Assessment focuses:** Quality of expression – understand and discuss examples of the language used by children/theories about initial language acquisition – explore the nature of the acquisition process. | | |
| **Mark** | **AO1: Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.**(Award a mark out of 5) | **Mark** | **AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language.** (Award a mark out of 15 and double) |
| **5** | Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors. | **13-15** | Shows good knowledge about linguistic concepts, theories and research. Identifies and comments on different views and interpretations. *Candidates are likely to explore:* <br>• *a range of well selected examples* <br>• *phonological, lexical, semantic and grammatical features* <br>• *imitation critically* <br>• *acquisition as an active and deductive process* <br>• *theories of acquisition critically, using evidence to evaluate* <br>• *links between cognitive theory and linguistic development* <br>• *role of the care-giver: input, encouragement and correction.* |
| **4** | Uses a range of linguistic terms or in some depth with occasional errors. Develops a line of argument in controlled linguistic register. Shows firm control of technical accuracy. | **10-12** | Shows depth/range of knowledge of linguistic ideas/concepts/research. Develops views on linguistic issues. *Candidates are likely to discuss:* <br>• *a range of features in detail, eg morphological examples, types of extension, pronunciation features* <br>• *links between social environment and the acquisition of new words* <br>• *a view of the nature of the acquisition process, eg rejecting simple behaviourist views* <br>• *examples of correction.* |
| **3** | Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. | **6-9** | Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. *Candidates are likely to explain:* <br>• *the telegraphic stage and word classes* <br>• *some features of theories without linking to the role of adult speakers in the acquisition process* <br>• *broad/implicit understanding of the nature of the acquisition process.* |
| **2** | Begins to use linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors. | **3-5** | Shows awareness of linguistic ideas, concepts and research. *Candidates are likely to show:* <br>• *broad/partial accounts of stages of development, especially pre-verbal stages* <br>• *a limited range of features of children's language with occasional linguistic insight* <br>• *familiarity with names of researchers and broad labels of theories.* |
| **1** <br><br><br> **0** | Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication. <br><br> Has major flaws in language that impede communication. Does not communicate. | **2** <br><br><br><br><br> **1** <br><br> **0** | Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study. *Candidates are likely to use:* <br>• *some features of children's language without clear comment* <br>• *generalised/lay discussions of children's language/broad assertions.* <br> Has little focus on linguistic issues and gives generalised discussions of children's development without language focus. <br> Shows no understanding of anything concerned with the study of language. |

| **3** | **Key words**: Comment linguistically on five different features of language use which you find of interest. |
|:---:|:---|
| 0 \| 4 | **Assessment focuses**: Application and exploration of Linguistic Frameworks for Analysis. |
| **Mark** | **AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.** |
| **0-10** | Award 2 marks for each linguistic feature described fully and accurately. <br> Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description. <br><br> *Candidates are likely to discuss:* <br><br> • *simple sentences – 'I was walkung in the jungle'* <br> • *subordinate clauses – 'because he was chasung me'* <br> • *first person narrative – 'I was at home'* <br> • *running words tpgether – 'atone'* <br> • *spatial dimensions of early writing – various letter sizes* <br> • *past tense – 'heard'* <br> • *variant spelling of difficult word – 'frighteinng'* <br> • *past progressive tense – 'he was chasung me'* <br> • *adjective – 'frighteinng'* <br> • *expressive function – 'I was scared'* <br> • *omission of punctuation mark – '… tiger He heard me …'* <br> • *orthographical variants to represent vowels – 'walkung'* <br> • *linear/sequential narrative – 'then'.* |

| 3 0 5 | **Key words**: 'The task of teaching children to write is all about encouraging inventive content'. How far do you agree? In your answer you should: refer to particular examples of children's language, discuss a variety of contexts, use relevant research and theory, present a clear line of argument. **Assessment focuses**: Quality of expression – understand and discuss examples of the written language used by children/theories about children's acquisition of writing skills – explore the nature of the acquisition process. | | |
|---|---|---|---|
| **Mark** | **AO1: Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.** (Award a mark out of 5) | **Mark** | **AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language.** (Award a mark out of 15 and double) |
| **5** | Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors. | **13-15** | Shows good knowledge about linguistic concepts, theories and research. Identifies and comments on different views and interpretations. *Candidates are likely to explore:* <br>• *a range of well selected examples* <br>• *contribution of reading, drawing and narrative to the development of writing skills* <br>• *links between speech, reading and writing* <br>• *writing as representing creative and communicative power* <br>• *syntax, semantic relations, systematic orthographical variation* <br>• *written language acquisition as a cognitive process* <br>• *written language acquisition as an imaginative, active and deductive process, eg experimentation, correction* <br>• *research and theories about writing acquisition critically, using evidence to evaluate* <br>• *links between cognitive theory, developmental theory and linguistic development.* |
| **4** | Uses a range of linguistic terms or in some depth with occasional errors. Develops a line of argument in controlled linguistic register. Shows firm control of technical accuracy. | **10-12** | Shows depth/range of knowledge of linguistic ideas/concepts/research. Develops views on linguistic issues. Identifies and comments on different views and interpretations. *Candidates are likely to discuss:* <br>• *a range of features in detail, eg grammatical, orthographical, semantic and punctuation features* <br>• *acquisition of writing as an interactive and creative process* <br>• *roles of primary/secondary care-givers* <br>• *some rules and principles applied by children, eg word order, negation, agreement of word classes and tense* <br>• *some research and theory* <br>• *a view of the nature of written language acquisition as a process of learning motor skills and written forms.* |
| **3** | Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. | **6-9** | Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. *Candidates are likely to explain:* <br>• *some features of children's written language* <br>• *handwriting, formation of letter symbols, punctuation and word classes* <br>• *some features of theories without linking to examples/issues of task* <br>• *broad/implicit understanding of the nature of the acquisition process.* |
| **2** | Begins to use linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors. | **3-5** | Shows awareness of linguistic ideas, concepts and research. *Candidates are likely to show:* <br>• *broad/partial accounts of stages of acquisition of writing skills* <br>• *a limited range of features of children's writing with occasional linguistic insight* <br>• *familiarity with names of researchers and broad labels of theories.* |
| **1** | Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication. | **2** | Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study. *Candidates are likely to use:* <br>• *some features of children's language without clear comment* <br>• *generalised/lay discussions of children's language/broad assertions.* |
| **0** | Has major flaws in language that impede communication. Does not communicate | **1** | Has little focus on linguistic issues and gives generalised discussions of children's development without language focus. |
| | | **0** | Shows no understanding of anything concerned with the study of language. |