**General Certificate of Education (A-level)
January 2013**

**English Language A**                    **ENGA3**

**(Specification 2700)**

**Unit 3: Language Explorations**

***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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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.

**English Language Mark 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 students
2      to put into a rank order the achievements of students (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 students, 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 students 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 student 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 Grids**
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✓✓ if they are from the top 2 bands
  (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 student'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.


**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 students and the marks available for them.

| Assessment Objective | 1 | 2 | 3 | 4 | Total |
|---|---|---|---|---|---|
| Questions 01/02 Language Variation and Change | 10 | 20 | 15 | | 45 |
| Question 03 Language Discourses | 10 | 20 | 15 | | 45 |

## Section A – Language Variation and Change

### Question 01/02

- Award a mark out of 10 for AO1, place in the right hand margin and ring.

- Award a mark out of 20 for AO2, place in the right hand margin and ring.

- Award a mark out of 15 for AO3, place in the right hand margin and ring.

Eg

AO1 Summative Comment     (5)

AO2 Summative Comment     (13)

AO3 Summative Comment     (9)

## Section B – Language Discourses

### Question 03

- Award a mark out of 10 for AO1, place in the right hand margin and ring.

- Award a mark out of 20 for AO2, place in the right hand margin and ring.

- Award a mark out of 15 for AO3, place in the right hand margin and ring.

Eg

AO1 Summative Comment     (8)

AO2 Summative Comment     (18)

AO3 Summative Comment     (12)

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.

**Question 01**
**Assessment focus:**
- **Analyse** how **Text A** and **Text B** use language to **represent the rugby union matches**.
- With reference to **Text A** and **Text B** and your own studies, **illustrate** and **evaluate different ways** of **explaining how language changes**.

| Mark | AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression | Mark | AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language |
|---|---|---|---|
| 9–10 | Applies accurately a sophisticated and searching range of frameworks in depth to enhance and illuminate understanding. Guides reader structurally and stylistically. Makes very few technical errors. *Students are likely to:* <br>• *describe sentence and clause types, patterns and elements* <br>• *organise or synthesise descriptive approaches.* | 13–15 | Demonstrates analytical grasp of how language works across different levels. Places analysis in wider contexts. Shows perceptive/conceptualised/illuminating/open-minded approach. Uses interesting and judicious examples/quotation. Evaluates appropriateness/success. *Students are likely to:* <br>• *analyse sentence, clause and phrase effects* <br>• *analyse modality and authority* <br>• *overview of representation of games: criticism, bias, chronology, structure, wider contexts, atmosphere, presupposition.* |
| 7–8 | Applies a relevant range of linguistic frameworks, showing some depth and detail, and with rare errors. Develops a line of argument in a controlled linguistic register. Shows firm control of technical accuracy. *Students are likely to:* <br>• *describe phrase types, simple sentences* <br>• *describe types of word classes* <br>• *describe verb forms, tense, aspect.* | 10–12 | Analyses language features, their explanatory context and their communicative impact confidently. Makes a subtle interpretation integrating various levels of description. Explores texts' meaning, purpose and effects. Makes evaluative comments which are well supported. *Students are likely to:* <br>• *comment on effect of tense and aspect* <br>• *explore the different styles of text in B* <br>• *explore judgements* <br>• *analyse shaping of responses.* |
| 5–6 | Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. *Students are likely to:* <br>• *describe word classes* <br>• *describe sentence functions* <br>• *describe pronoun number.* | 7–9 | Analyses meanings of a range of language features. Analyses context's influence in detail. Engages with texts' communicative intent. Quotes aptly. Makes some evaluative comment tied to textual detail. *Students are likely to:* <br>• *comment on nouns used to describe teams/places* <br>• *comment on adjectives used to describe participants* <br>• *comment on verbs to describe actions.* |
| 4 | Applies a linguistic framework with some errors. Expresses ideas with organisation emerging. Makes occasional technical errors. *Students are likely to:* <br>• *describe basic pronouns* <br>• *describe lexical and semantic features.* | 5–6 | Understands effect of context. Illustrates some effects of producer/audience/mode/purpose/field. Begins to interpret what text communicates. Illustrates using quotations. *Students are likely to:* <br>• *give examples of 3rd person narrative* <br>• *identify features of the matches.* |
| 3 | Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. *Students are likely to:* <br>• *identify formality, complexity, layout.* | 3–4 | Identifies some features of language variation. Has broad awareness that context has influenced language use. *Students are likely to:* <br>• *give evidence of audience of sports fans* <br>• *give evidence of informative purpose.* |
| 2 | Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication. | 2 | Gives simple/generalised/descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations. |
| 1 | Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication. | 1 | Misunderstands mode/purpose/context/content/meaning significantly. |
| 0 | Does not communicate. | 0 | Does not analyse texts. |

| Question 01 | |
|---|---|
| **Assessment focus:** | |
| • **Analyse** how **Text A** and **Text B use language** to **represent the rugby union matches**. | |
| • With reference to **Text A** and **Text B** and your own studies, **illustrate** and **evaluate different ways** of **explaining how language changes**. | |
| **Mark** | **AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language** |
| 17–20 | Demonstrates a conceptualised overview of theories and research. Analyses and evaluates alternative views. Identifies and challenges standpoints. Employs an exploratory/original/evaluative approach. *Students are likely to:* <ul><li>*conceptualise styles and nature of texts as communication*</li><li>*analyse how readers process the different text types*</li><li>*explore the interactiveness of modern multimedia texts*</li><li>*evaluate views of language change (eg applying damp spoon, crumbling castle and infectious disease metaphors and evolution, functional theory etc) using specific examples*</li><li>*examine generic similarities and differences.*</li></ul> |
| 13–16 | Shows depth or range of knowledge about linguistic concepts, theories and research. Identifies different views and interpretations. Comments on others' ideas. *Students are likely to:* <ul><li>*explain prescriptivist views of examples from the data*</li><li>*use theories to explain aspects of the texts*</li><li>*examine causes of specific orthographical, lexical, semantic and grammatical changes: eg clothing, development of sport, technology.*</li></ul> |
| 11–12 | Shows detailed knowledge of linguistic ideas, concepts and research. Develops views on linguistic issues. *Students are likely to:* <ul><li>*develop a supported view about change as natural*</li><li>*analyse range of word formation/semantic change processes in period words.*</li></ul> |
| 9–10 | Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. *Students are likely to:* <ul><li>*distinguish types of language features, eg by semantic fields*</li><li>*identify prescriptivism and descriptivism without application to the texts.*</li></ul> |
| 7–8 | Reveals familiarity with linguistic ideas, concepts and research. Makes sustained explanations. *Students are likely to:* <ul><li>*give sustained and organised exemplification of graphological features*</li><li>*use printing/electronic technology to explain these features.*</li></ul> |
| 5–6 | Shows awareness of linguistic ideas, concepts and research. *Students are likely to:* <ul><li>*give unlinked examples of language features distinctive to the texts*</li><li>*use different times to explain the differences.*</li></ul> |
| 3–4 | Is anecdotal/descriptive with implicit relevance. *Students are likely to:* <ul><li>*give a detailed history of English without applying to the texts (4)*</li><li>*make a generalised discussion of language change without examples from the texts (3).*</li></ul> |
| 1–2 | Has little focus on linguistic issues. *Students are likely to:* <ul><li>*give a general discussion of sport, the internet etc without reference to language.*</li></ul> |
| 0 | Shows no understanding of anything concerned with the study of language. |

**Question 02**
**Assessment focus:**

- **Analyse** the **distinctive features** of the language in **Text C** and how the **writer conveys** her **experiences** and **feelings**.
- Referring to **Text C**, and your own studies, how far do you agree with the view in **Text D** that **traditional English** is **fragmenting into a multitude of dialects**?

| Mark | AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression | Mark | AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language |
|---|---|---|---|
| 9–10 | Applies accurately a sophisticated and searching range of frameworks in depth to enhance and illuminate understanding. Guides reader structurally and stylistically. Makes very few technical errors. *Students are likely to:* <br>• *Describe sentence types, clause types and elements, word order* <br>• *describe forms and functions accurately.* | 13–15 | Demonstrates analytical grasp of how language works across different levels. Places analysis in wider contexts. Shows perceptive/conceptualised/illuminating/open-minded approach. Uses interesting and judicious examples and quotation. Evaluates appropriateness/success. *Students are likely to:* <br>• *analyse effects of sentence, clause & phrase structures* <br>• *create an overview of tone, attitudes, style, structure* <br>• *conceptualise influence of context/L1 and L2.* |
| 7–8 | Applies a relevant range of linguistic frameworks, showing some depth and detail, and with rare errors. Develops a line of argument in a controlled linguistic register. Shows firm control of technical accuracy *Students are likely to:* <br>• *describe phrase types, simple sentences* <br>• *describe types of word classes.* <br>• *describe verbs forms, tense, aspect.* | 10–12 | Analyses language features, their explanatory context and their communicative impact confidently. Makes a subtle interpretation integrating various levels of description. Explores texts' meaning, purpose and effects. Makes evaluative comments which are well supported. *Students are likely to:* <br>• *analyse effects of verb forms* <br>• *comment on grammatical nature of non-standard usages* <br>• *explore how the writer conveys feelings about events.* |
| 5–6 | Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. *Students are likely to:* <br>• *describe verb moods* <br>• *describe word classes* <br>• *describe pronoun, person and number.* | 7–9 | Analyses meanings of a range of language features. Analyses context's influence in detail. Engages with texts' communicative intent. Quotes aptly. Makes some evaluative comment tied to textual detail. *Students are likely to:* <br>• *comment on word classes describing events* <br>• *comment on effect of different pronouns used* <br>• *comment on semantic nature of non-standard usages.* |
| 4 | Applies a linguistic framework with some errors. Expresses ideas with organisation emerging. Makes occasional technical errors. *Students are likely to:* <br>• *describe pronouns* <br>• *describe lexical and semantic features.* | 5–6 | Understands effect of context. Illustrates some effects of producer/audience/mode/purpose/field. Begins to interpret what text communicates. Illustrates using quotations. *Students are likely to:* <br>• *identify personal narrative/account* <br>• *identify topics: natural disasters/destruction.* |
| 3 | Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. *Students are likely to:* <br>• *identify spellings, capitals, paragraphing.* | 3–4 | Identifies some features of language variation. Has broad awareness that context has influenced language use. *Students are likely to:* <br>• *identify expressive and informative functions* <br>• *identify non-standard usages.* |
| 2 | Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication. | 2 | Gives simple/generalised/descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations. |
| 1 | Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication. | 1 | Misunderstands mode/purpose/context/content/meaning significantly. |
| | | 0 | Does not analyse texts. |
| 0 | Does not communicate. | | |

**Question 02**
**Assessment focus:**

- **Analyse** the **distinctive features** of the language in **Text C** and how the **writer conveys** her **experiences** and **feelings**.
- Referring to **Text C**, and your own studies, how far do you agree with the view in **Text D** that **traditional English** is **fragmenting into a multitude of dialects**?

| Mark | AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language |
|---|---|
| 17–20 | Demonstrates a conceptualised overview of theories and research.<br>Analyses and evaluates alternative views.<br>Identifies and challenges standpoints.<br>Employs an exploratory/original/evaluative approach.<br>*Students are likely to:*<br>• *demonstrate an overview of social/political contexts for development of language*<br>• *explore issues of power and control: eg gatekeeping, ownership, post-colonialism*<br>• *explore issues of bidialectalism and code-switching*<br>• *develop an informed argument and response.* |
| 13–16 | Shows depth or range of knowledge about linguistic concepts, theories and research.<br>Identifies different views and interpretations.<br>Comments on others' ideas.<br>*Students are likely to:*<br>• *explore nature and causes of dialect levelling*<br>• *explore factors maintaining dialect diversity*<br>• *explore effects of new technologies on diversity/standardisation*<br>• *explore research findings/use concepts: social networks, solidarity, prestige.* |
| 11–12 | Shows detailed knowledge of linguistic ideas, concepts and research.<br>Develops views on linguistic issues.<br>*Students are likely to:*<br>• *develop a discussion of the value of standard language*<br>• *look at: trade, technology, intelligibility.* |
| 9–10 | Shows knowledge of linguistic ideas, concepts and research.<br>Outlines views on linguistic issues.<br>*Students are likely to:*<br>• *outline one reason why English is fragmenting*<br>• *outline one reason why it is not.* |
| 7–8 | Reveals familiarity with linguistic ideas, concepts and research.<br>Makes sustained explanations.<br>*Students are likely to:*<br>• *give examples of the use of different varieties of English*<br>• *discuss use of standard English(es).* |
| 5–6 | Shows awareness of linguistic ideas, concepts and research.<br>*Students are likely to:*<br>• *identify non-standard varieties*<br>• *identify major national varieties.* |
| 3 –4 | Is anecdotal/descriptive with implicit relevance.<br>*Students are likely to:*<br>• *make a generalised discussion of use of English across the world without linguistic comment or examples.* |
| 1–2 | Has little focus on linguistic issues.<br>*Students are likely to:*<br>• *give a general non-linguistic discussion of national and global developments and issues.* |
| 0 | Shows no understanding of anything concerned with the study of language. |

**Question 03**
**Assessment focus:**
- **Analyse** and **evaluate** how **these two texts use language** to **present ideas** about the **influence of American English**.

| Mark | AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression | Mark | AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language |
|---|---|---|---|
| 9–10 | Applies accurately a sophisticated and searching range of frameworks in depth to enhance and illuminate understanding. Guides reader structurally and stylistically. Makes very few technical errors. *Students are likely to:* <br>• *describe sentence and clause types, patterns and elements* <br>• *organise or synthesise descriptive approaches.* | 13–15 | Demonstrates analytical grasp of how language works across different levels. Places analysis in wider contexts. Shows perceptive/conceptualised/illuminating/ open-minded approach. Uses interesting and judicious examples and quotation. Evaluates appropriateness/success. *Students are likely to:* <br>• *analyse sentence and clause patterns and effects* <br>• *analyse shaping of response/positioning of reader: modality/certainty/irony* <br>• *conceptualise representation of change: invasion, imperialism, laziness, nationalism.* |
| 7–8 | Applies a relevant range of linguistic frameworks, showing some depth and detail, and with rare errors. Develops a line of argument in a controlled linguistic register. Shows firm control of technical accuracy. *Students are likely to:* <br>• *describe phrase types, simple sentences* <br>• *describe types of word classes* <br>• *describe verb forms, tense, aspect.* | 10–12 | Analyses language features, their explanatory context and their communicative impact confidently. Makes a subtle interpretation integrating various levels of description. Explores texts' meaning, purpose and effects. Makes evaluative comments which are well supported. *Students are likely to:* <br>• *analyse language used to create humour* <br>• *analyse self-presentation of Engel* <br>• *analyse language used to represent change positively.* |
| 5–6 | Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. *Students are likely to:* <br>• *describe sentence functions* <br>• *describe word classes* <br>• *describe pronoun, person and number.* | 7–9 | Analyses meanings of a range of language features. Analyses context's influence in detail. Engages with texts' communicative intent. Quotes aptly. Makes some evaluative comment tied to textual detail. *Students are likely to:* <br>• *analyse presentation of Americanisms* <br>• *analyse presentation of technology* <br>• *analyse language of argument and persuasion.* |
| 4 | Applies a linguistic framework with some errors. Expresses ideas with organisation emerging. Makes occasional technical errors. *Students are likely to:* <br>• *describe pronouns* <br>• *describe fields, borrowings, metaphor, simile.* | 5–6 | Understands effect of context. Illustrates some effects of producer/audience/mode/ purpose/field. Begins to interpret what text communicates. Illustrates using quotations. *Students are likely to:* <br>• *identify direct address to audience* <br>• *identify dislike of Americanisms.* |
| 3 | Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. *Students are likely to:* <br>• *identify formality, complexity.* | 3–4 | Identifies some features of language variation. Has broad awareness that context has influenced language use. *Students are likely to:* <br>• *identify inform, argue, persuade, entertain functions* <br>• *identify topics of Americanisms and language change.* |
| 2 | Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication. | 2 | Gives simple/generalised/descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations. |
| 1 | Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication. | 1 | Misunderstands mode/purpose/context/content/meaning significantly. |
| 0 | Does not communicate. | 0 | Does not analyse texts. |

| **Question 03** | |
|---|---|
| **Assessment focus:** | |
| • **Evaluate these ideas** about **the influence of American English**, using your knowledge and study of language change. | |
| **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** |
| **17–20** | Demonstrates a conceptualised overview of theories and research.<br>Analyses and evaluates alternative views.<br>Identifies and challenges standpoints.<br>Employs an exploratory/original/evaluative approach.<br>*Students are likely to:*<br>• *evaluate prescriptivist views*<br>• *place discussion of attitudes in social, cultural and historical contexts*<br>• *challenge descriptivist views (are some borrowings better/worse than others?)*<br>• *argue a case about the nature of language change.* |
| **13–16** | Shows depth or range of knowledge about linguistic concepts, theories and research.<br>Identifies different views and interpretations.<br>Comments on others' ideas.<br>*Students are likely to:*<br>• *classify Engel's views of borrowing*<br>• *explain damp spoon, infectious disease and crumbling castle views*<br>• *explain other theories of change: functional, random fluctuation, lexical gaps, potential, diffusion, codification*<br>• *illustrate different views with examples.* |
| **11–12** | Shows detailed knowledge of linguistic ideas, concepts and research.<br>Develops views on linguistic issues.<br>*Students are likely to:*<br>• *express a view of borrowing as good/bad/natural*<br>• *justify their view.* |
| **9–10** | Shows knowledge of linguistic ideas, concepts and research.<br>Outlines views on linguistic issues.<br>*Students are likely to:*<br>• *explain examples of social borrowing*<br>• *explain examples of cultural borrowing.* |
| **7–8** | Reveals familiarity with linguistic ideas, concepts and research.<br>Makes sustained explanations.<br>*Students are likely to:*<br>• *examine fields of vocabulary in which borrowing has occurred*<br>• *explain the reasons for borrowing.* |
| **5–6** | Shows awareness of linguistic ideas, concepts and research.<br>*Students are likely to:*<br>• *identify borrowing and give examples*<br>• *show awareness of research by name-dropping or undeveloped/confused references.* |
| **3–4** | Is anecdotal/descriptive with implicit relevance.<br>*Students are likely to:*<br>• *discuss examples of Americanisms and borrowing without linguistic comment*<br>• *give an historical account of key language events without focus on task.* |
| **1–2** | Has little focus on linguistic issues.<br>*Students are likely to:*<br>• *discuss Anglo-American relations without focus on language.* |
| **0** | Shows no understanding of anything concerned with the study of language. |