

A-LEVEL

ENGLISH LANGUAGE A

ENGA1 / Unit 1: Seeing through Language

Mark scheme

2700
June 2014

Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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.

Further copies of this Mark Scheme are available from aqa.org.uk

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 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 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:

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 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 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
- 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 students and the marks available for them.

Assessment Objective	1	2	3		4	Total		
			(i) Mode	(ii) Meaning				
Question 1	15		15	15		45		
Questions 2 & 3	10					45		
<table border="1" style="margin-left: 20px;"> <tr><td>0</td><td>2</td></tr> <tr><td>0</td><td>4</td></tr> </table>							0	2
0	2							
0	4							
<table border="1" style="margin-left: 20px;"> <tr><td>0</td><td>3</td></tr> <tr><td>0</td><td>5</td></tr> </table>	0	3	0	5	5	30		
0	3							
0	5							

Section A – Language and Mode

- 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 & 3

0	2	0	4
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- Award a mark out of 10 for AO1, and put a ringed mark in the right hand margin.

Eg		right hand margin
	AO1	7

0	3	0	5
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- 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.

<p style="text-align: center;">1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">0</td> <td style="padding: 2px;">1</td> </tr> </table>	0	1	<p>Key words: Identify and describe the main mode characteristics of the texts. Examine how the writer of Text A and the participants in Text B use language to achieve their purposes and create meanings.</p> <p>In your answer you should consider: how situation and channel affect the use of language, how the writer of Text A uses language to inform and persuade, how the participants in Text B use language to describe events and express ideas, how choices of vocabulary, grammar and structure create meanings.</p> <p>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.</p>
0	1		
<p>Mark</p>	<p>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 15)</p>		
<p>13–15</p>	<p>Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors. <i>Candidates are likely to describe:</i></p> <ul style="list-style-type: none"> • <i>sentence types, clauses, clause elements and clause linking</i> • <i>pragmatic features</i> • <i>structural features</i> • <i>types of turn.</i> 		
<p>9–12</p>	<p>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. <i>Candidates are likely to describe:</i></p> <ul style="list-style-type: none"> • <i>types of nouns, adjectives, adverbs and conjunctions</i> • <i>verb tenses, aspect, voice, use of modals</i> • <i>interactive features.</i> 		
<p>6–8</p>	<p>Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. <i>Candidates are likely to describe:</i></p> <ul style="list-style-type: none"> • <i>word classes: nouns, adjectives, verbs, adverbs, nouns, conjunctions</i> • <i>pronouns precisely</i> • <i>sentence functions.</i> 		
<p>4–5</p>	<p>Begins to use a linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors. <i>Candidates are likely to label:</i></p> <ul style="list-style-type: none"> • <i>pronouns</i> • <i>lexical-semantic features.</i> 		
<p>3</p>	<p>Attempts to use linguistic terms with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. <i>Candidates are likely to identify:</i></p> <ul style="list-style-type: none"> • <i>graphology/phonology/complexity/formality.</i> 		
<p>2</p>	<p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.</p>		
<p>1</p>	<p>Rarely quotes or refers to the language of the text(s). Has major flaws in language that impede communication. Does not communicate.</p>		
<p>0</p>	<p>Does not comment on the texts.</p>		

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
	Makes close detailed points drawing on and integrating various aspects of description. Engages perceptively with texts' meanings, purposes and effects.	
13–15	<p><i>Students are likely to explore:</i></p> <ul style="list-style-type: none"> elements of mixed modes conceptualised overviews and classifications of mode multiple voices textual cohesion and intertextuality syntactical simplicity and complexity information processing and structuring at sentence and paragraph level. 	<p><i>Students are likely to explore:</i></p> <ul style="list-style-type: none"> sentence and clause effects particular representations: children, safety, family, community, pleasure, education (A) use of solicitation, constructive responses and humour as strategies (B) representations of animal and visitor welfare self-representations (B) audience positioning eg adult address to preschool audience (A).
	Analyses context's influence and interprets texts' communicative intent clearly and in detail.	
9–12	<p><i>Students are likely to analyse:</i></p> <ul style="list-style-type: none"> message and expressive orientation of both texts effect of visual and auditory channels (a)synchronicity/tense degrees of interactivity eg options/choice (A), questions, turns, monitoring (B). 	<p><i>Students are likely to analyse:</i></p> <ul style="list-style-type: none"> effect of tenses and use of modals structuring informative and persuasive content using question/answer format (A) structuring informative content using input/activity format (B) some specific examples, ideas and opinions about animals and their treatment.
	Understands effect of context and what texts are trying to communicate.	
6–8	<p><i>Students are likely to discuss:</i></p> <ul style="list-style-type: none"> shared context and shared interests inclusive address degrees of planning and organisation discourse markers, simultaneous speech, false starts, stress, tags (B). 	<p><i>Students are likely to discuss:</i></p> <ul style="list-style-type: none"> meanings of word choices representation of the play farm and its activities (A) views about the animals and farm activities (B).
	Shows awareness of effect of context.	
	Begins to interpret what texts are trying to communicate.	
4–5	<p><i>Students are likely to explain:</i></p> <ul style="list-style-type: none"> use of standard/non-standard English permanence/ephemerality personal and direct address. 	<p><i>Students are likely to explain:</i></p> <ul style="list-style-type: none"> information about animals and the farm eg chick handling prospective audiences as children and their carers (A).
	Identifies some features of language variation.	
	Has broad awareness that context has influenced language use.	
3	<p><i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> bold, capitals, punctuation, font, layout (A) non- fluency features, fillers, pauses (B). 	<p><i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> functions of the texts broadly overall topic.
	Gives simple/generalised/descriptive accounts of the content of texts.	
2	<p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> label texts as written leaflet (A) and spoken (B). 	<p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> give unanalysed quotations.
1	Misunderstands audience/purpose/context/content/meaning significantly.	
0	Does not comment on the texts.	

<p style="text-align: center; font-size: 2em;">2</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">0</td> <td style="padding: 2px;">2</td> </tr> </table>	0	2	<p>Key words: Comment linguistically on five different features of language use which you find of interest.</p> <p>Assessment focuses: Application and exploration of Linguistic Frameworks for Analysis.</p>
0	2		
<p style="text-align: center;">Mark</p>	<p>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</p>		
<p style="text-align: center;">0–10</p>	<ul style="list-style-type: none"> • Award 2 marks for each linguistic feature described fully and accurately. • Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description. 		
	<p><i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> • <i>imperative – “go in there and have a little sleep”</i> • <i>declarative – “Minnie Mouse will play this song”</i> • <i>interrogative – “shall I read a story”</i> • <i>syntactic parallelism – “see you later (.) bye bye sheep (.) see you later (.) bye bye donkey”</i> • <i>role play of domestic routine – “go to sleep”</i> • <i>echoing of adult speech – “have a little sleep”</i> • <i>private speech - “Minnie Mouse will play this song”</i> • <i>interaction with toys – “bye bye cow”</i> • <i>regulatory function – “go in there and have a little sleep”</i> • <i>modal verb – “will”</i> • <i>connective – “and”</i> • <i>preposition – “in”</i> • <i>simple clause – “shall I read a Maisy story (.) granddad”</i> • <i>address – “Grandad”, “Minnie Mouse”</i> • <i>role of care-giver (reformulation) – “yes (.) let’s read a story (.) Isobel”</i> • <i>personal semantic context – “Minnie Mouse”, “Maisy story”.</i> 		

This list is not definitive. You should also reward other linguistic points which are accurate and valid.

2	Key words: To what extent does the acquisition of language depend on children’s interaction with the people and things around them?	
	0 3	In your answer you should: refer to particular examples of children’s language , discuss relevant research and theory , present a clear line of argument .
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 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. <i>Students are likely to explore:</i> <ul style="list-style-type: none"> • a balanced view of acquisition as an active and deductive rule-governed process in response to various stimuli • an evaluative approach to a range of theories • a range of different contexts such as bilingualism, digital media, people and things such as toys • the significance of the Critical Learning period hypothesis • debates about the nature and importance of input • specific examples of how children work out rules and meanings • specific examples of learning language as a social phenomenon.
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.	9–12
		Shows depth / range of knowledge of linguistic ideas / concepts / research. Develops views on linguistic issues. <i>Students are likely to discuss:</i> <ul style="list-style-type: none"> • features of CDS • functions of CDS • problems of imitation • nature and importance of correction • reading and play in language development • innateness/cognitive views as a challenge to interaction.
3	Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.	6–8
		Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. <i>Students are likely to explain:</i> <ul style="list-style-type: none"> • theories based on interaction/functional explanations (8) • lexical and semantic acquisition based on children’s context • theories without reference to focus of question (6).
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. <i>Students are likely to show:</i> <ul style="list-style-type: none"> • general knowledge of children’s language behaviour • specific examples of children’s language • familiarity with names of researchers and 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. <i>Students are likely to use:</i> <ul style="list-style-type: none"> • 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.

3	<p>Key words: Comment linguistically on five different features of language use which you find of interest.</p> <p>Assessment focuses: Application and exploration of Linguistic Frameworks for Analysis.</p>	
<table border="1" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">0</td> <td style="text-align: center; width: 50%;">4</td> </tr> </table>		0
0	4	
Mark	<p>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</p>	
0–10	<ul style="list-style-type: none"> • Award 2 marks for each linguistic feature described fully and accurately. • Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description. 	
	<p><i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> • <i>clause – “meg is a witc”</i> • <i>declarative function – “She has acat and a Owt.”</i> • <i>subordinate clause – “When ever she does a spel...”</i> • <i>third person narrative – “she does a spel”</i> • <i>non-standard spelling – “witc”</i> • <i>standard spelling – “spell”</i> • <i>non-standard determiner – “a Owt”</i> • <i>adjectives – “Big Pointed”</i> • <i>non-standard capitalisation – “Big Pointed hat.”</i> • <i>standard capitalisation – “Meg and Mog”</i> • <i>correct punctuation – “She has acat and a Owt.”</i> • <i>spatial dimensions of early writing – “acat”, “Itgoes”</i> • <i>present tense – “meg is a witc”</i> • <i>aspects of narrative – linear, sequential, imaginative</i> • <i>drawing linked to narrative – “witc”, “acat”, “Owt”</i> • <i>title convention – “Meg and Mog”.</i> 	

This list is not definitive. You should also reward other linguistic points which are accurate and valid.

3	Key words: To what extent is learning to write a creative process?		
0 5	In your answer you should: refer to particular examples of children’s language , discuss 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 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. <i>Students are likely to explore:</i> <ul style="list-style-type: none"> • a balanced view of learning as an active and deductive rule-governed process in response to various stimuli • an evaluative approach to a range of theories • stages of acquisition of writing critically using evidence to evaluate eg Kroll -- preparatory, consolidation, differentiation, integration, Barclay - scribbling, mock letters, conventional letters, phonetic/correct spelling • experimentation, correction and its effects, the use of different registers according to contexts and cultural values of language • exposure to a range of writing models, writing technology, learning styles • the need for discipline in writing: communicative clarity, rules and principles applied by children (eg word order, negation, agreement of word classes, tense and sentence boundaries).
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.	9–12	Shows depth / range of knowledge of linguistic ideas / concepts / research. Develops views on linguistic issues. <i>Students are likely to discuss:</i> <ul style="list-style-type: none"> • a view of written language acquisition as a developmental and creative process • learning genres, drafting, functions, methods of teaching and learning, grammatical development, semantic development • links between speech and writing eg phoneme/grapheme correspondence • limitations of rule-governed model of written acquisition.
3	Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.	6–8	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. <i>Students are likely to explain:</i> <ul style="list-style-type: none"> • features of children’s written language with linguistic comment • learning of handwriting, formation of letter symbols, punctuation • features of theories without linking to creative written language development • stages of the acquisition of writing skills.
2	Begins to use a linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors.	3–5	Shows awareness of linguistic ideas, concepts and research. <i>Students are likely to show:</i> <ul style="list-style-type: none"> • familiarity with features of children’s writing without linguistic comment • knowledge of motor skills required • familiarity with names of researchers and 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. <i>Students are likely to use:</i> <ul style="list-style-type: none"> • 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.