

GCE 2004

June Series



Mark Scheme

English Language B

Unit ENB6

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.

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Unit ENB6: Language Development

General Principles

As the synoptic Unit Test of this specification, Language Development engages candidates in a detailed examination of the concepts and theories of language acquisition and language change using the knowledge, understanding and skills they have developed over all the AS and A2 modules. Like ENB2, the ENB6 unit test requires candidates to demonstrate their understanding of the interconnection of specific features of language and their appropriate application to different social contexts. There is an additional demand that these contexts will include texts and data relating to the acquisition of English by children, and to changes in the English Language over time.

In common with all modules in this specification, references to research (AO4) relate to the definition published in 2001 by AQA. This definition is as follows, and examiners should interpret all references to research in exam questions accordingly:

Research embraces not only published studies encountered in academic sources, but equally the findings of candidates themselves through exploration of their own data in classroom settings and beyond. As a general principle, candidates will be expected to offer appropriate evidence for points they make in their work. The ability to discuss language data and issues in objective and critical ways is at the core of a good candidate performance.

Assessment Objectives

This module requires candidates to:

- AO1 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent expression (2.5% A2)
- AO3ii apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of approaches taken (5% A2)
- AO4 understand, discuss and explore concepts and issues relating to language in use (5% A2)
- AO5ii analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context (7.5% A2).

The **Generic Numerical Mark Scheme** and **Indicative Content** pages that follow specify the criteria and indicators that will guide examiners in judging how satisfactorily candidates have achieved these different objectives.

Examiners should mark scripts holistically, but with an awareness of the band they would place the text in for each assessment objective. The final mark should reflect the greater weighting given to AO 3ii, AO4 and especially to AO5ii relative to the weighting given to AO1. Marginal and summative comments should refer to relevant coverage (indicative content) and to the assessment objectives.

Synopticity in a Text and Data Focused Specification

Unit 6 is the synoptic unit test for a texts and data focused specification which always starts with language from contexts of actual use, and develops relevant description and analysis based on language study principles. As such, Unit 6 tests in a more developed and integrated way, knowledge, understanding and skills which will have been learned in the course of Units 1 to 5, as well as for Unit 6. A key focus for this learning will be the methods for working with texts, including knowledge of how to work open-mindedly, tentatively and methodically with varied primary sources, including how to apply the insights of language study and research to this analysis.

Data-focused questions make different demands to essay titles with no associated data. There is more credit for the application of knowledge shown in the detailed engagement with the particular material set. Such engagement includes “research literacy” including skills in reading diverse text types such as transcripts, phonemic symbols, dictionary entries, wordlists, tables, lists of words in their contexts of use (kwiclists) and others. It also includes skills in the selection of details which offer grounds for comparison, awareness of the limitations of the data, and awareness of possible contradictions and anomalies.

There will be less credit for the kind of general research literature surveys associated with essay question answers, including the citing of named researchers and their key studies. Whilst such coverage should be credited for demonstrating AO4 knowledge, it may not be of primary importance in relation to AO3 and AO5, which are likely to be focused on the particular data set, its language features and the associated social context.

The June 2002 exam report reported a number of generic features found in stronger and weaker answers which showed the synoptic dimensions of working with texts and data.

Stronger answers:

- addressed the question relevantly;
- engaged with the data in detail and with attention to its context;
- identified patterns and examples across the data set;
- expressed ideas clearly and accurately using appropriate terminology;
- identified language features accurately including grammatical and pragmatic aspects;
- showed informed insight into the data set whilst being cautious of its limitations;
- reflected an open-minded and tentative approach to the issues raised;
- showed assured conceptualised knowledge of language theories and studies;
- demonstrated strengths in quality of explanation and accuracy of expression.

Weaker answers:

- gave little or narrow relevant coverage of the question and/or the data;
- engaged with the data descriptively or by content summary;
- used language imprecisely with limited terminology;
- asserted ideas with underdeveloped explanations;
- showed limited knowledge and understanding of the issues;
- made no references to research ideas or few and simplistic references;
- treated the dataset as uncomplicatedly representative of the given situation;
- listed examples without observing underlying patterns;
- made sweeping statements on the basis of limited evidence.

General Numerical Mark Scheme: All Questions

Marks	Skills Descriptors	
0-5	AO1	Rudimentary observations about relationships between language and development with particular reference to prescribed topic area; frequent lapses in control of written expression and scarcely any use of terminology.
	AO3ii	Very limited attempt at application of frameworks; generally not reliable and systematic; observations on data confined to one or two references.
	AO4	Comments on a factor governing language use in data, though not fully understood; attempts discussion of concept of language in use in relation to data but with very limited success.
	AO5ii	May refer to one or two factors influencing form, meaning and diversity in data; may refer to one or two contextual factors of data.
6-11	AO1	Some general observations about relationships between language and development with particular reference to prescribed topic area; lapses in control of written expression and little appropriate use of terminology.
	AO3ii	Limited attempt at application of frameworks; generally unreliable and rarely systematic; observations on data confined to isolated references.
	AO4	Elementary comment on one or two factors governing language use in data, though not always fully understood; attempts discussion of concept of language in use in relation to data but with limited success.
	AO5ii	Recognises one or two factors influencing form, meaning and diversity in data; identifies one or two contextual factors of data.
12-17	AO1	Makes observations, not always accurately, and with limited detail on relationships between language and development with particular reference to prescribed topic area; generally accurate written expression and some appropriate use of terminology.
	AO3ii	Attempts some application of frameworks but not always successfully, reliably or systematically; some valid observations on data.
	AO4	some awareness of a limited number of factors governing language use in data; discusses concept of language in use in relation to data.
	AO5ii	Recognises some features influencing form, meaning and diversity in data; identifies some contextual factors of data .

18-23	AO1	Generally accurate observations about relationships between language and development with particular reference to prescribed topic area; accurate and clear written expression and appropriate use of terminology.
	AO3ii	Application of frameworks to data evident, but some lapses in reliability and lacking in systematic treatment; some valid and sensible observations on data and touching on subtler awareness (including grammatical points or other technical aspects).
	AO4	Some understanding of a number of factors governing language use in data; discusses concept of language in use in relation to data with some effectiveness.
	AO5ii	Some awareness of contextual factors influencing form, meaning and diversity in data; identifies and interprets a number of contextual factors of data.
24-29	AO1	Clear observations about relationships between language and development with particular reference to prescribed topic area; very controlled written expression and sound use of terminology.
	AO3ii	Generally reliable and systematic application of frameworks to the data; makes generally secure linguistic observations on data. Engages with more technical aspects such as grammar, discourse or cohesion.
	AO4	Sound understanding of factors governing language use in data; often effective discussion of concept of language in use in relation to data.
	AO5ii	Shows awareness of factors influencing form, meaning and diversity in data; generally clear description and interpretation of distinctive contextual factors of data.
30-35	AO1	Clear and detailed observations about relationships between language and development with particular reference to prescribed topic area; exemplary written expression and accurate use of terminology.
	AO3ii	Reliable and systematic application of frameworks to the data; makes informed linguistic observations on data. Engages with more technical aspects such as grammar, discourse or cohesion.
	AO4	Perceptive insight into many factors governing language use in data; effective discussion of concept of language in use in relation to data.
	AO5ii	Shows understanding of factors influencing form, meaning and diversity in data; clear description and interpretation of distinctive contextual factors of data.

Indicative Content about Texts in the June 2004 Examination

The following indicative content describes performance in assessment objectives 1, 3ii, 4 and 5ii and can be glossed as follows:

AO1: Credit quality of explanation and the degree to which candidate achieves an effective linguistic register (including terminology).

AO3ii: Credit coverage of significant linguistic features identified in relation to their effects.

AO4: Credit knowledge base of ideas from studies of language in use, including research (fieldwork, theory, studies, methods for data analysis).

AO5ii: Credit coverage of contextual factors including situational factors (audience, purpose and context) and developmental factors (LA) or temporal (LC) factors.

What follows is neither prescriptive nor exhaustive. Given the constraints of this exam, very few candidates will have time to note most of the points made. Credit should also be given for insightful observations other than those made explicit here.

Indicative Content

QUESTION 1: Language Acquisition – children’s conversations with their caregivers and how they resolve misunderstandings.

This question tests candidates’ knowledge, understanding and skills in analysing transcripts of a young child talking with her mother and puzzling out misunderstandings. Although primarily about the child, examiners should also credit coverage of the roles of the adult’s turns. Some candidates may open up the question into issues concerned with the importance of interaction. This is creditworthy provided it is related to the question and data set.

Assessment Objective 3ii

Reward precision of observation and relevant application of terms and concepts about the language levels. Stronger responses will include some comment on grammatical and/or pragmatic choices. Credit groupings of examples across the data.

Lexis and Semantics

Fields of reference;
Sites of misunderstanding and their causes;
Reference including context-dependent utterances.

Grammar

Questions and question formation;
Sentence types.

Pragmatics

Social expectations of behaviour in conversations;
Regulatory role of adults;
Meanings including implied meanings and misunderstandings.

Discourse structure

adult roles in initiating topics and asking questions;
ways in which confusion is expressed and resolved;
evidence of turn taking and co-operative behaviour.

Assessment Objective 4

Assessment Objective 4 tests knowledge of ideas, methods and evidence from studies of language in use. In Child Language Acquisition answers this will be evidenced by the theoretical and research frameworks the candidate is able to bring to bear on the analysis. Examiners should seek to credit relevant knowledge as it applies to the particular data set and question focus and not knowledge for its own sake.

Such relevant knowledge pre-supposes a rich text interpretation. Deficit prescriptive evaluations will allow little relevant purchase on the data. Good candidates should be familiar with the kind of child language metalanguage indicated in the AO3 descriptors.

Stronger answers in the 24-35 range will be informed by secure knowledge of ideas from language study research. Responses will tend to be more explicit and wide ranging in their coverage, more probing and explicit in their analysis and more cautious in the way in which they draw conclusions on

the basis of this evidence (due tentativeness). There may be some preparedness to consider the data and research background critically.

Answers in the 12-24 range will show some of the qualities in the range above but coverage will be less secure and consistent. For example answers may be uneven, oversimplified or over-assertive in their coverage of some important material. Some answers in this range may show an informed but undiscerning and/or inflexible use of secondary research.

Answers in the 0-11 band will include relevant answers which demonstrate no more than weak subject knowledge and understanding, and answers that are more fundamentally flawed.

Deficit accounts of children's language as inferior would suggest little understanding of the descriptive rich text interpretation that informs approaches based on language study principles, and which is necessary to make sense of such transcripts.

Irrelevant answers may include those which give general chronological surveys of child development and can only be credited where coverage is appropriate to the question set.

Research coverage

This question tests the specification bullet point concerning the relationship between linguistic and cognitive development. This is an area of Advanced Level Language which has seldom been found easy, and there is less textbook coverage of it than of some other topics. Examiners should credit the analytical skills the students bring to bear on the question and data-set even where there are only limited references to secondary sources of research.

Assessment Objective 5ii

Contextual awareness will relate to:

- the situational variation (use variation). Here this means the way the mother and child use language to explore ideas and experiences;
- the specific contextual factors relating to language development: the level of linguistic and social development associated with a child of this age.

Indicative Content

QUESTION 2: Language Acquisition – The skills involved in learning to write as shown in five and six year old’s accounts of a school trip.

This question offers plentiful scope for identifying linguistic features and relating these to a developmental model of emerging writing. The data represents the strong, middle and weaker levels of written maturation in the group and as such shows the very different pathways and levels of proficiency of young children of a similar age. In some ways the weaker accounts are the most revealing about the difficulties all children encounter and have to overcome in learning to write. The institutional context of a class activity in which everyone is compelled to write about a shared activity has contextual significance and also allows the candidate to see some norms and variations across the data set.

Assessment Objective 3ii

Reward precision of observation and relevant application of terms and concepts about the language levels. Stronger responses will include some comment on grammatical and/or pragmatic choices. Credit groupings of examples across the data.

Assessment Objective 4

Assessment Objective 4 tests knowledge of ideas, methods and evidence from studies of language in use. In Child Language Acquisition answers this will be evidenced by the theoretical and research frameworks the candidate is able to bring to bear on the analysis. The danger of such knowledge and understanding is that it is sometimes used without regard for the particular question and associated data. Examiners should seek to credit relevant knowledge as it applies to the particular data set and question focus and not knowledge for its own sake.

Such relevant knowledge pre-supposes a rich text interpretation. Deficit prescriptive evaluations will allow little relevant purchase on the data. Good candidates should be familiar with the kind of child language metalanguage indicated in the AO3 descriptors.

Stronger answers in the 24-35 range will be informed by secure knowledge of ideas from language study research. Responses will tend to be more explicit and wide ranging in their coverage, more probing and explicit in their analysis and more cautious in the way in which they draw conclusions on the basis of this evidence (due tentativeness). There may be some preparedness to consider the data and research background critically.

Answers in the 12-24 range will show some of the qualities in the range above but coverage will be less secure and consistent. For example answers may be uneven, oversimplified or over-assertive in their coverage of some important material. Some answers in this range may show an informed but undiscerning and/or inflexible use of secondary research.

Answers in the 0-11 band will include relevant answers which demonstrate no more than weak subject knowledge and understanding, and answers that are more fundamentally flawed.

Deficit accounts of children’s language as inferior would suggest little understanding of the descriptive rich text interpretation that informs approaches based on language study principles and which is necessary to make sense of such transcripts.

Irrelevant answers may include those which give general chronological surveys of child development and can only be credited where coverage is appropriate to the question set.

Research coverage

Textbooks about English Language tend to include more research coverage of spoken acquisition than of young children's writing although there is some accessible coverage in Crystal's encyclopedias, in the Heinemann textbook (Norman) and in books in the Living Language series (e.g. Myzor). There are some more specialised books on aspects of written literacy such as spelling (e.g. Carney, Kress). ENB4 language investigations often feature studies of children's writing and such data is a discussion focus in classrooms. In this question AO4 is more about the students' methods for analysing the data rigorously and credit should be given for informed, systematic and engaged coverage of the children's writing. The students will show awareness that literacy usually is acquired in a social context and with deliberate strategies of help from more literate members of the community at home or in school. Students will show awareness of the complexity of the process at the language levels of sounds and spellings, vocabulary and meaning, grammar and discourse. They will show an intelligent appreciation of the kinds of meanings children are reaching for albeit with a limited control of language and the written mode. Rich text interpretation rather than prescriptive evaluation will inform the observations made. At the highest level students will settle into the uncertainty of some details showing due tentativeness about what can be known. As in other units comments on more sophisticated and technical aspects of structure (grammar, cohesion and discourse) are likely to score more highly than comments about accessible levels. The data set provides opportunities for discussion of institutional contexts and the approach of this school.

A few students will know about important research on literacy including ideas associated with Bryce Heath and Street and others. There is no particular privileging of these names. The important factor will be how the research ideas inform the richness of interpretation in relation to the question set.

Other conceptual knowledge will include understanding of cohesion, discourse, and reference.

Assessment Objective 5ii

Contextual awareness is likely to be mixed in with coverage of AO3 and AO4 rather than in separate paragraphs. Contextual awareness will relate to:

- the situational variation including the school setting, the event the children participated in, the kinds of conversation which led to the writing. The support which was given to the children once they had the instruction. The connections being made by the children with the event and their own experience;
- the specific contextual factors relating to written language development.

Indicative Content

QUESTION 3: Language Change – The ‘shibboleth’ incident as recorded in Old Testament translations from different times

This question tests the ability of students to relate general ideas about language change and the historical development of English to a series of related texts from different historical periods. The question and data offer scope for comment about both situational and developmental factors. Coverage will focus primarily on the comparison of texts but reference to this text providing the etymology for the word ‘shibboleth’ should also be credited.

Assessment Objective 3 ii

Reward precision of observation and relevant application of terms and concepts about the language levels. Stronger responses will include some comment on grammatical and/or pragmatic choices. Credit groupings of examples across the data.

Pragmatics

Assumptions of the readers’ values;
Place of the text in its changing context (changing social roles and rituals);
Reader identification;
Original and subsequent purposes of text.

Graphology and Orthography

Ways in which word-processed text represents original facsimile source;
Evidence of patterns and features of spelling including obsolete characters and ligatures;
Different spellings for the same words (patterns and salience).

Lexis

Features and patterns across time;
Formulaic Biblical domains and phrasings.

Semantics

Semantics and etymology.

Grammar

Plurals and markers of tense;
Pronouns;
Patterns in standardisation of grammar;
Syntax.

Discourse structure

Patterns and exceptions in narrative devices.

Phonology

Phonological basis of ‘shibboleth’;
Regional and social variation.

Assessment Objective 4

Assessment Objective 4 tests knowledge of ideas, methods and evidence from studies of language in use. In Language Change answers this will be evidenced by the theoretical and research frameworks the candidate is able to bring to bear on their analysis. Examiners should seek to credit relevant knowledge as it applies to these texts and to the question.

Stronger answers in the 24-25 range will be informed by secure knowledge of ideas from language study. As a result of this they will tend to be more explicit and wide ranging in their coverage, more probing and explicit in their analysis and more cautious in the way in which they draw conclusions on the basis of limited evidence (due tentativeness).

Answers in the 12-24 range will show some of the qualities in the range above but coverage will be less secure and consistent. For example answers may be uneven, oversimplified or over-assertive in their coverage of some important material. Some answers in this range may show an informed but undiscerning and/or inflexible use of secondary research.

Answers in the 0-11 band will include relevant answers which demonstrate no more than weak subject knowledge and understanding, and answers that are more fundamentally flawed.

Deficit accounts and evaluative accounts of varieties of language as inferior would suggest little understanding of the descriptive rich text interpretation that informs approaches based on language study principles and which is necessary to make sense of such data.

Irrelevant answers may include those which give general chronological surveys of language development and can only be credited where coverage is appropriate to the question set.

Research coverage

The texts will provide examples of well-known changes in the development of the language in relation to key landmarks in standardisation. Extracts of Biblical texts feature in Language study books and are used to illustrate formal differences in language. Translations of the Bible in the sixteenth and seventeenth century are themselves a major impetus to greater standardisation and diffusion of linguistic norms.

Assessment Objective 5ii

Candidates will show awareness that these texts show situational as well as temporal variation.

Situational Variation

Genre conventions of Biblical text;
Contrasts in texts from similar time.

Temporal Variation

Role of dictionaries, Bible and other translations, and related authorities in the standardisation of English (e.g. landmark dates and events including 17th century dictionary makers leading to 18th century Johnson).

Indicative Content

QUESTION 4: Language Change – The account of recent language change given on a Tea Towel

This question tests the ability of students to relate ideas about register, word formation, lexical diffusion and semantic change to a popular account of recent changes to the language which has been composed for a particular implied market. The question and data offer scope for comment about both situational and developmental factors including popular attitudes to language change.

Assessment Objective 3 ii

Reward precision of observation and relevant application of terms and concepts about the language levels. Stronger responses will include some comment on grammatical and/or pragmatic choices. Credit groupings of examples across the data.

Graphology and Orthography

Cursive font (allusions to handwriting and tradition);
Orthographic markers of new words (e.g. hyphenation).

Lexis

Mixed register details; formulaic phrases; collocations as an index of style and context;
Sites for change (types of words subject to change).

Semantics

Domains from which new words and meanings come;
Metaphorical basis of some innovations;
Wordplay, puns;
Tenor – implied relationship with reader;
Reference, including polysemy;
Appreciation that words are understood differently by different individual and groups.

Grammar

Morphological structure of new words (word formation as it applies to the data).

Discourse structure

Construction of the narratee; nature of the narrative;
Structure of text: arrangement of texts which mediate examples and examples themselves; marketing details details;
Intertextuality and allusions to generational ‘sociolects’ and subcultures; implied judgements.

Phonology

Phonological basis of some innovations.

Assessment Objective 4

Assessment Objective 4 tests knowledge of ideas, methods and evidence from studies of language in use. In Language Change answers this will be evidenced by the theoretical and research frameworks

the candidate is able to bring to bear on their analysis. This question foregrounds new words coming into the language and the attitudes elicited by such change.

Stronger answers in the 24-25 range will be informed by secure knowledge of ideas from language study. As a result of this they will tend to be more explicit and wide ranging in their coverage, more probing and explicit in their analysis and more cautious in the way in which they draw conclusions on the basis of limited evidence (due tentativeness).

Answers in the 12-24 range will show some of the qualities in the range above but coverage will be less secure and consistent. For example answers may be uneven, oversimplified or over-assertive in their coverage of some important material. Some answers in this range may show an informed but undiscerning and/or inflexible use of secondary research.

Answers in the 0-11 band will include relevant answers which demonstrate no more than weak subject knowledge and understanding, and answers that are more fundamentally flawed.

Deficit accounts and evaluative accounts of varieties of language as inferior would suggest little understanding of the descriptive rich text interpretation that informs approaches based on language study principles and which is necessary to make sense of such data.

Irrelevant answers may include those which give general chronological surveys of language development and can only be credited where coverage is appropriate to the question set.

Research coverage

Relevant coverage will include knowledge of the rule-governed nature of most lexical innovation (morphological and semantic); the social impetus for change; the variations in attitudes to language change, in particular popular prescriptivism (as against the inevitability of language change), and the uneven and uncertain diffusion of lexical change.

There may be some focus on language as an index of social change, but AO4 discriminators will include the degree to which the candidate is able to engage with the linguistic principles underlying these examples. Weaker answers are likely to take either a ‘new words for new model’ or one based on a general social change model. Both approaches oversimplify the processes and limit linguistic coverage.

Assessment Objective 5ii

Candidates will show awareness that the text shows situational as well as temporal variation. Better answers will link AO5ii factors to AO3iii features. Weaker answers will include those based on generalised sociological claims without specific linguistic focuses.

Situational Variation

Appreciation that the text does not seek to give an objective account of the issue. Its primary function is entertainment and the bonding of a social group. The relationship of this text to others like it (Tea Towel texts, novelty notices, popular accounts of social change).

Temporal Variation

Appreciation of what these examples show about broad changes in social contexts in the late twentieth century and how these have impacted on lexical change. Appreciation of broad developments in UK language change since mid twentieth century.