



General Certificate of Education

English Language 6706 *Specification B*

ENB6 Language Development

Mark Scheme

2006 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

ENB6: Language Development

General Principles

The aim of this module is to engage 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 (synopticity).

In common with ENB2, ENB6 asks candidates to relate the language choices made in texts to the social factors which motivate them. The students are required to identify and describe features and patterns of texts in relation to the question set, and to analyse these by relating them to contextual explanations. In ENB6, there is an additional demand that the texts come from the more technically complex domains of child language acquisition and language change.

As a synoptic paper, ENB6 tests knowledge, understanding and practices learned in the course of the whole A Level, including the skills in working methodically with diverse text types and data sets. It rewards careful method, awareness of the limitations of the data set, due tentativeness and awareness of different possibilities of interpretation.

It should be noted that the main credit for ideas from language study (AO4), and research, is for the ways in which these theoretical perspectives help illuminate the analysis of the data, rather than for demonstrating knowledge for its own sake. Credit can be given for students' use of their own research (fieldwork and theory), as well as for named studies from published academic sources.

The Mark Scheme Structure

The *General Numerical Mark Scheme* has generic descriptors for each assessment objective in each mark band. The *Indicative Content* section indicates areas of likely coverage and features of stronger and weaker answers on a particular question.

The General Numerical Mark Scheme contains six broad bands representing differing levels of achievement. However, you should not equate any particular band with any particular grade. Grade boundaries are decided at the end of each Examination Series and are subject to fluctuation for a number of reasons.

As a general guide, each band may be summarised as indicating a particular quality of answer.

- 0-5** Answers that are likely to be brief and that fail to address the question or refer to the data in any relevant manner.
- 6-11** Answers that make occasional relevant observations but will more often not relate these clearly to the specific question. They may show more knowledge than relevance.
- 12-17** Answers that address the question and refer to the data but in which weaknesses will outweigh strengths.
- 18-23** Answers that show an even balance of strengths and weaknesses.

24-29 Very good answers that display some qualities of the highest band, but that are a little inconsistent. They will contain more strengths than weaknesses.

30-35 The best answers that can be expected of 18-year-old candidates under examination conditions.

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).

Weighting of Assessment Objectives

In simple terms, the assessment objective weightings for this paper are as follows:

AO1 12.5%

AO3ii 25%

AO4 25%

AO5ii 37.5%

The paper is weighted heavily towards the demonstration of contextual awareness (AO5), although AO5 always needs to be related to AO3: without which it is likely to remain at the level of general social comment.

As a rough guide, half the credit for AO5 should be allocated for showing understanding of situational variation factors (audience, purpose, context, genre), and half for awareness of contextual factors deriving from the language acquisition or language change context.

Assessment Method

The *General Numerical Mark Scheme* and *Indicative Content* pages that follow specify the criteria and indicators that will guide examiners in judging how satisfactorily candidates have answered the questions.

Examiners should mark scripts holistically, but with an awareness of the band they would place the response in for each assessment objective. The final mark should reflect the assessment objective weightings, especially for AO5ii relative to AO1.

General Numerical Mark Scheme: All Questions

Marks	Skills Descriptors
0-5	<p>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.</p> <p>AO3ii Very limited attempt at application of frameworks; generally not reliable and systematic; observations on data confined to one or two references.</p> <p>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.</p> <p>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.</p>
6-11	<p>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.</p> <p>AO3ii Limited attempt at application of frameworks; generally unreliable and rarely systematic; observations on data confined to isolated references.</p> <p>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.</p> <p>AO5ii Recognises one or two factors influencing form, meaning and diversity in data; identifies one or two contextual factors of data.</p>
12-17	<p>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.</p> <p>AO3ii Attempts some application of frameworks but not always successfully, reliably or systematically; some valid observations on data.</p> <p>AO4 Some awareness of a limited number of factors governing language use in data; discusses concept of language in use in relation to data.</p> <p>AO5ii Recognises some features influencing form, meaning and diversity in data; identifies some contextual factors of data.</p>

18-23	<p>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.</p> <p>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).</p> <p>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.</p> <p>AO5ii Some awareness of contextual factors influencing form, meaning and diversity in data; identifies and interprets a number of contextual factors of data.</p>
24-29	<p>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.</p> <p>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.</p> <p>AO4 Sound understanding of factors governing language use in data; often effective discussion of concept of language in use in relation to data.</p> <p>AO5ii Shows awareness of factors influencing form, meaning and diversity in data; generally clear description and interpretation of distinctive contextual factors of data.</p>
30-35	<p>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.</p> <p>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.</p> <p>AO4 Perceptive insight into many factors governing language use in data; effective discussion of concept of language in use in relation to data.</p> <p>AO5ii Shows understanding of factors influencing form, meaning and diversity in data; clear description and interpretation of distinctive contextual factors of data.</p>

Indicative Content

Question 1 Indicative Content

Text A

Features associated with Child Directed Speech (CDS)
Lexical field of the child's routines and experiences
Modelling of turntaking
Questions and initiation-response-feedback (IRF)
Child's contributions and their timing, learning to take part in interaction?
Reference to Wells, Halliday, Hughes', theoretical perspectives on the importance of interaction

Text B

Child's difficulty in articulating sounds (AO3 levels of technical detail)
Adult interpretation of child's words through context
Research perspectives on active use and passive understanding of sounds in words
Modelling articulation of word
Child's learning through this imitation

Text C

Lexical overextension
Principles of analogy and metaphorical extension
Children's understanding of the world
Cultural experiences reframed in utterances
Possible use of theoretical perspectives about language and cognition including Vygotsky zone of proximal development (ZPD)
Context for reference of lexical underextension

Text D

Discussion of data in reference to theories about imitation, innateness, scaffolding
Illustration of the principle of the Language Acquisition Device (LAD)
Technical discussion of the issues in recognising word boundaries in streams of sound ('other one spoon' may be the child's realization of 'spoon')
The limitations of child directed speech and modelling of grammatical principles

Text E

Lexical overextension
Reference
Learning through interaction and reinforcement
Role of parent in scaffolding, recasting and extending meanings

Text F

Textbook example of grammatical overgeneralisation
Technical discussion of regular and irregular, strong and weak forms
Limits of imitation
Reference to other theorists perspectives including those by Chomsky, Wells and others.

Stronger responses will be more technically informed about grammatical and phonological aspects and will make connections across the data set. Weaker answers will include those re-telling research in 'narratives' not related to data

Question 2 Indicative Content

Text G

Mother's role in regulating conversation and focus of activity (use of imperatives)
Routines and roles taken on by participants (school activity in the home; 'reading out loud')
Discussion of text in context to promote understanding
Explicit pedagogic strategies including 'sounding it out', 'Phonics'; focussing open questions
Promotion of interaction and clarification
Child directed speech and pedagogic devices of encouragement, praise, recasting, feedback/monitoring behaviour, and questions.
Importance of co-operation and the details of how sustained
Reasons for 'misreading' including miscue
Difficulties with words because of discrepancy between spelling and assimilated forms in use (sandbag/sanbag)
Learning to read – focus on learning to read accurately (form focussed, autonomous literacy) and contextualising conversation (literacy as a social practice)
George's deictics and proforms are implicit and context dependent (in contrast to the explicit language use by Mother and in text)
Technical discussion of sound-spelling correspondences including shwa in phonemic symbols of sounded out consonants (references to fricatives, nasal, dentals etc not necessary but credit precision and quality of explanation).

Text H

Text designed to promote home-school learning connections
Structured as a device to help learn to read accurately (autonomous literacy) but also as a device to make books and literacy attractive and relevant to the child's social context (social literacy, literacy practices)
Designed social construction of the world represented in the text
Details which cue above: e.g. 'Mum' and 'Dad'
Graded vocabulary
Graded syntactic demands (sentence complexity and length)
Schooling in narrative and literary writing (dialogue)
Use of picture to contextualise narrative and to encouraging conversations around the text.
Use of ideas about drama, narrative and other devices for sustaining engagement
Stronger responses will be more technically informed about grammatical and phonological aspects and will make connections across the two texts. Weaker answers will include those re-telling research in 'narratives' not related to data.

Question 3 Indicative Content**Text I**

Graphic and its representation of nation, class, race and gender; positioning
Structuring of discourse by gender, class, nationalism
Formal tone and how constructed
Formal tone and how received (now seems quaint by comparison with J)
Popular collocations and idioms ('perfect little thing')
Graphical devices used for signposting discourse
Use of punctuation, underlining, capitalisation and patterns in that
Use of imperatives
Pronouns including use of generic pronoun "one"
Phonological patterning ('Health and Happiness', rhyming title)
Specialised lexical field of bicycle components
Word structure principles (morphology; compounds)
Minor sentences
Syntax: complexity, demands, sentence types,
Values of health, durability,

Text J

Grounds of comparability including the following
Language usage and expectations of tenor and tone (formality and how constructed)
Representations of children, cycling, technical development (values and beliefs)
Graphical design for signposting and for connotations of high production values
Use of pronouns and the effects of this on tenor
Specialised lexical field
Sentence complexity, sentence types and their effects
Construction of ideas by metaphor
Tenor and tone
Marketising and commercial purposes of text (direct and indirect sale)
Changes to British English since 1913 including recent developments such as informalization, conversationalization, influence of American English and context of marketization

Stronger responses will be more technically informed about grammatical and pragmatic aspects and will make connections across the two texts. Weaker answers will include those describing surface features or making unsupported general social comments.

Credit conceptualised approaches which cluster examples and link comparison to language change ideas and frameworks (morphology, collocation, idiom)

Question 4 Indicative Content

Language Change context of seventeenth century: time of standardisation and the development of dictionaries but before Johnson and the eighteenth century projects of codification and prescription
Instability around the word DICTIONARY which had not been proceduralised into a particular defined genre by 1641 (knowledge of other dictionaries)

But note genre signposting the structure of the entry: entry – the phrase ‘Anger in Ladies’, and not a single word, followed by a summary of the entry (discourse convention commonly used in texts from 16th to 19th century)

Understanding of the structure of the argument: ‘infantilization’ of women?

Relative accessibility of text and principles underlying differences: mainly surface problems of long S, different fonts, and spellings.

Construction of representation of gender: values are foregrounded in imagery, argument and unsupported statements made in authoritative tone.

Sense of authority and authoritativeness constructed in declarative assertions, phrased in Latinate abstract language, in highly ornate syntactic structures conveying sense of complexity and cultural accomplishment

Knowledge base: appeals to reason and imagery over empirical basis.

Use of metaphor and extended metaphor: discussion of choices and their effects (Young Ladies as ‘Doves’)

Personification: animation of the abstract in extended ‘conceits’ about Anger as a person: pathetic fallacy;

Typographical conventions including long S, capitalisation of nouns, use of italics, hyphenation (Fair-Sex)

Syntax and its details and consequences. Sentence complexity, embedded clauses, positioning of main verb, its marking in punctuation

Cultural influences on this including the use of Latinate constructions

Rhetorical devices and tropes including syntactic parallelism

The text is formal but it is also playful or at least artful. Students need to be able to articulate the basis for this sense of formality and to understand that this is a reflection of different linguistic and social conventions.

This text is on the paper because we always set materials which allow students to use their knowledge and understanding of older (pre 1900) texts and discourses. It also allows consideration of language and gender issues within a language change context.