AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

English Language 6701
Specification A

ENA5   **Language Variation and Change**

Mark Scheme

2008 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

6701 English Language Marking Scheme
How to Mark

Aims

When you are marking your allocation of scripts your main aims should be:

1. To recognise and identify the achievements of candidates;
2. To put into a rank order the achievements of candidates (do not grade them – that is something that is done later using the rank order that your marking has produced);
3. To ensure comparability of assessment for all candidates, regardless of question or examiner.

Approach

It is important to be *open minded* and *positive* when marking scripts.

The specification recognises the variety of experiences and knowledge that candidates will have. It encourages them to study language in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the quality of *what the candidate offers*.

Don't 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 in the manner of a shopping list.

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 Grid

You will need to give a mark for each Assessment Objective being tested in a particular question. These marks will then be totalled up for that question. To identify the mark for an Assessment Objective ask:

What descriptors reflect the answer you are marking?

On some occasions the descriptors in a band will only have one mark attached to them. On other occasions there will be a range of marks. In some bands there are upper and lower descriptors in such cases to help you.

Sometimes you will need to decide whether a script is displaying all the characteristics of a band firmly: if so, put it at the top of the band. As soon as a script has fulfilled one band and shows signs of the next, you should put it into that next band.

If a script displays some characteristics of a band barely, place it at the bottom of the band. If the script shows a range of some of the band's qualities, place it between the top and bottom of the band as seems fair.

Annotating scripts

It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

To this end you should:

- identify points of merit with ✓ or ✓✓
  (ensure that you don't go into automatic ticking mode where you tick rhythmically every 10 lines! Ticks should engage with the detail of a candidate's thinking and analysis);
- write notes in the margin commenting on the answer's relationship to the AOs/grid/key words/focus;
- identify linguistic errors with a ✗;
- identify errors of spelling or punctuation by underlining eg <u>sentance;</u>
- write a summative comment at the end for each Assessment Objective;
- indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence;
- add up the marks for each Assessment Objective;
- put a ringed total in the right hand margin at the end of each question.

$$\text{Eg} \quad \begin{array}{ll} \text{AO1} & 6 \\ \text{AO3} & 7 \\ \text{A05} & 7 \end{array}$$

$$\boxed{20}$$

Distribution of Assessment Objectives and Weightings

The table below is a reminder of which Assessment Objectives will be tested by the questions and tasks completed by candidates and the marks available for them.

Assessment Objective	1	3ii	4	5ii	Total
Texts from Different Times	10	10		10	**30**
Language Variation and Change	10		20		**30**

Section A- Texts from Different times

- award a mark out of 10 for AO1 in the right hand margin
- award a mark out of 10 for AO3ii in the right hand margin
- award a mark out of 10 for AO5ii in the right margin
- add together and put a ringed total out of 30 in the right hand margin

    Eg

        AO1   6
        AO3ii   7
        AO5ii   7

            20

Section B- Language Variation and Change

- award a mark out of 10 for AO1 in the right hand margin
- award a mark out of 20 for AO4 in the right hand margin
- add together and put a ringed total out of 30 in the right hand margin

        Eg

        AO1   6
        AO4   15

            21

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.

Q1	**Keywords: Analyse** and **evaluate** how the **writer uses language** to **describe** the **event** and **persuade people** to **attend.** **Assessment Focuses:** Quality of expression – selection/application/evaluation of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features – writer's aims and purposes – texts from different time – convey meanings and feelings.		
Mark	**AO3ii: Apply and explore frameworks for the systematic study of spoken and written English at different levels, commenting on the usefulness of the approaches taken.**	**Mark**	**AO5ii: Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.**
9-10	• Selects appropriate range of frameworks and applies in some depth. • Searching and confident linguistic analysis, using frameworks to enhance and illuminate understanding. • Evaluates frameworks. • Clear and accurate description. • *Uses linguistic frameworks systematically and purposefully.* • *Demonstrates a consistent analytical method.* • *Examines syntactical and grammatical features such as parallelism, eg "Each man to jump .." and "Twelve boys to eat .." and participles "jingling".* • *Describes sentence structures and clause types.* • *Describes the writer's elliptical expression: "The third a Pair of Shoes".*	9-10	• Analytical grasp of how language works across different levels. • Ability to place analysis in wider contexts. • Perceptive/conceptualised/illuminating/open-minded. • Interesting and judicious use of examples and quotation. • Evaluates appropriateness/success. • Shows subtle awareness of the effect of context on meaning. • *Evaluates the effectiveness of the use of descriptive and persuasive language.* • *Explores distinctive features of the lively and dynamic poster mode.* • *Explores historical context of the text's language.* • *Comments on the effect of sentence structures, moods and clause types.* • *Examines structuring of the poster.* • *Explores semantic implications of key words.*
7-8	• Selects and identifies a range of illuminating frameworks, showing understanding of their value. • Illuminating application of linguistic frameworks. • Describes range of language features or patterns using lexical-semantic, grammatical, phonological frameworks. • Rare errors. • *Examines modality, eg "can", "shall".* • *Describes grammatical features such as verb types and tenses, adverb types and sentence types.* • *Categorises semantic features such as the fields of competition, eg "ugliest", "winner", "prize".*	7-8	• Confident analysis of language features, their explanatory context and their communicative impact. • A subtle reading integrating various levels of description. • Exploration of text's meaning, purpose and effects. • Close reading and well integrated quotation. • Evaluative comments are well supported. • *Considers how language is used to convey topics, descriptions and actions, eg the levity of the writer's style, eg "whose mouth is more than twelve inches wide".* • *Shows clear understanding of the poster's mode, graphology and purposes.* • *Shows clear understanding of texts from different times.* • *Demonstrates some depth of semantic awareness.*
5-6	• Selects and identifies some frameworks. • Consistent application of linguistic frameworks. • Describes significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. • Largely accurate. • *Describes some word classes.* • *Describes some sentence functions.* • *Identifies some significant semantic features, eg clothes, "New White Beaver Tile".* • *Describes some semantic archaisms such as "indifferently".*	5-6	• Analyses meanings of a range of language features. • Clear and detailed understanding of context's influence. • Engagement with text's communicative intent. • Fully supported. • Some evaluative comment tied to textual detail. • *Shows awareness of text from different time.* • *Describes the effect of particular word classes.* • *Considers festive and agricultural setting of the events.* • *Looks at the progressive structure of the list of events.* • *Discusses some orthographical, lay-out and graphological features.*
4	• Selects and identifies a framework. • Applies a linguistic framework. • Describes relevant language features. • Uncertainty of description – some errors occur. • *Identifies basic semantic features such as words related to farming, eg "pig".* • *Mentions third person pronouns.* • *Identifies some graphological features.* • *Notes some individual orthographical features, eg "climed".*	4	• Distinguishes some features of language variation. • Begins to analyse what text communicates. • Illustrated points. • Broadly evaluative. • *Begins to comment on text from different time.* • *Shows basic awareness of the poster mode, lay-out and relates to purposes.*
3	• Selects some relevant language features. • Attempts to apply frameworks for the description. • Occasional accuracy of description. • *Focuses partially on language – dwells on content and lay out.* • *Identifies unhelpful language features and labels with no sense of significance.*	3	• Identifies some features of language variation. • Broad analysis of how context has influenced language use. • Some use of content: specific references/examples/quotation. • *Gives very broad comments about description of actions and level of formality.*
2	• Attempts to use framework but minimal accuracy achieved. • *Chooses some relevant quotations but with no use of linguistic register and no sense of significance.*	2	• Simple/generalised/descriptive accounts of the content of text and data. Paraphrase. Excessive quotation. • Superficial reactions to text. • *Gives unanalysed quotations.* • *Summarises content in terms of paraphrase.*
1	• Minimal engagement with language of the data extract. • *Makes minimal reference to language.*	1	• Limited understanding. Major misunderstanding of mode/purpose/context/content/meaning. • *Makes no reference to language of the extract.*
0	• No engagement with data extracts.	0	• Text or data has no influence on the work.

Q2	Key Words: **Discuss how far** the **use** of **non-standard English** is **linked** to **one or more** of **the following factors: social class, gender, age.**		
	Assessment Focuses: Quality of expression – exploration of issues/concepts relating to social/geographical factors affecting language variation and identity.		
Mark	**AO4: Understand, discuss and explore concepts and issues relating to language in use.**	**Mark**	**AO1: Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.**
17-20	• Conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Exploratory/original/evaluative approach. • *Explores the influence of factors such as gender, age and social class on the use of language varieties.* • *Challenges common assumptions by examining particular variations and contexts.* • *Places discussion within analysis of the dynamics of regional, cultural and linguistic variation.* • *Uses lexical, semantic, grammatical and phonological frameworks productively.* • *Engages enthusiastically with relevant research and linguistic debates.*	9-10	• Controlled use of technical aspects. • Precise and deft expression. Subtlety of effect. • Cogent, coherent and cohesive. • Linguistic flair.
13-16	• Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • *Considers how variables such as gender, age, class link to people's use of non-standard features.* • *Shows awareness of other variables which might link to the use of non-standard varieties.* • *Discusses particular aspects of relevant research.* • *Describes some appropriate semantic, grammatical and phonological features.*	7-8	• Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
11-12	• Depth or range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • *Begins to discuss particular non-standard linguistic features in context.* • *Begins to integrate relevant reasons, research and debates into discussion.* • *Considers some reasons why people might use non-standard varieties of English.*	6	• Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
9-10	• Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • *Suggests why people might use non-standard varieties.* • *Describes some social non-standard varieties.* • *Describes some non-standard varieties using some linguistic terminology.*	5	• Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite if inconsistent linguistic register.
7-8	• Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • *Refers to some examples of linguistic variation and begins to identify some reasons for their use.* • *Describes non-standard varieties using linguistic terminology infrequently and inconsistently.*	4	• Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerges. • Some control of linguistic register.
5-6	• Awareness of linguistic ideas, concepts and research. • *Makes limited reference to examples of non-standard variations.* • *Identifies a limited number of non-standard features.*	3	• Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.
3-4	• Anecdotal/descriptive with implicit relevance. • *Accepts regional stereotypes.* • *Shows limited awareness of language variation and its causes.*	2	• Intrusive basic errors. • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms.
1-2	• Little focus on linguistic issues. • *Offers a "lay" answer with no linguistic awareness.*	1	• Major flaws in language. • Communication impeded.
0	• No understanding of anything concerned with the study of language.	0	• Total irrelevance/incomprehensible.

Q3	**Key Words:** Give **examples** of **words** and **phrases** which have **developed** since **1950** in **one or more** of the following: **the media, youth culture, communication, politics, an area of your own choice.** **How** and **why** have these **words** and **phrases developed?** **Assessment Focuses:** Quality of expression – exploration of issues/concepts relating to contemporary language change and views of causes of change.		
Mark	**AO4: Understand, discuss and explore concepts and issues relating to language in use.**	**Mark**	**AO1: Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate coherent written expression.**
17-20	• Conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Exploratory/original/evaluative approach. • *Examines reasons and processes of language change in one or more area.* • *Examines processes of language change with care and precision.* • *Explores links between reasons for and processes of language change.* • *Evolves overview of different processes of change such as borrowing, affixing, compounding, blending.* • *Explores processes of semantic change, eg euphemism, amelioration, pejoration, broadening.* • *Engages with attitudes to and linguistic debates about language change.* • *Understands the overarching processes of language change.*	9-10	• Controlled use of technical aspects. • Precise and deft expression. Subtlety of effect. • Cogent, coherent and cohesive. • Linguistic flair.
13-16	• Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • *Develops argument from analysis of specific examples from one or more area.* • *Examines various processes of language change in some depth.* • *Examines reasons for language change.*	7-8	• Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
11-12	• Depth or range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • *Describes a variety of examples and processes of language change from one or more of the specified areas.* • *Shows understanding of reasons for language change.*	6	• Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
9-10	• Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • *Describes some examples and processes of language change from one or more area.* • *Describes some reasons for language change.*	5	• Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite if inconsistent register.
7-8	• Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • *Shows awareness of processes of and reasons for language change.* • *Offers a limited account of reasons for language change.*	4	• Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerges. • Some control of linguistic register.
5-6	• Awareness of linguistic ideas, concepts and research. • *Identifies a limited number of examples and processes of language change.*	3	• Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.
3-4	• Anecdotal/descriptive with implicit relevance. • *Offers historical account of changes with limited linguistic comment.*	2	• Intrusive basic errors. • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms.
1-2	• Little focus on linguistic issues. • *Gives a lay answer without linguistic awareness.*	1	• Major flaws in language. • Communication impeded.
0	• No understanding of anything concerned with the study of language.	0	• Total irrelevance/incomprehensible.