

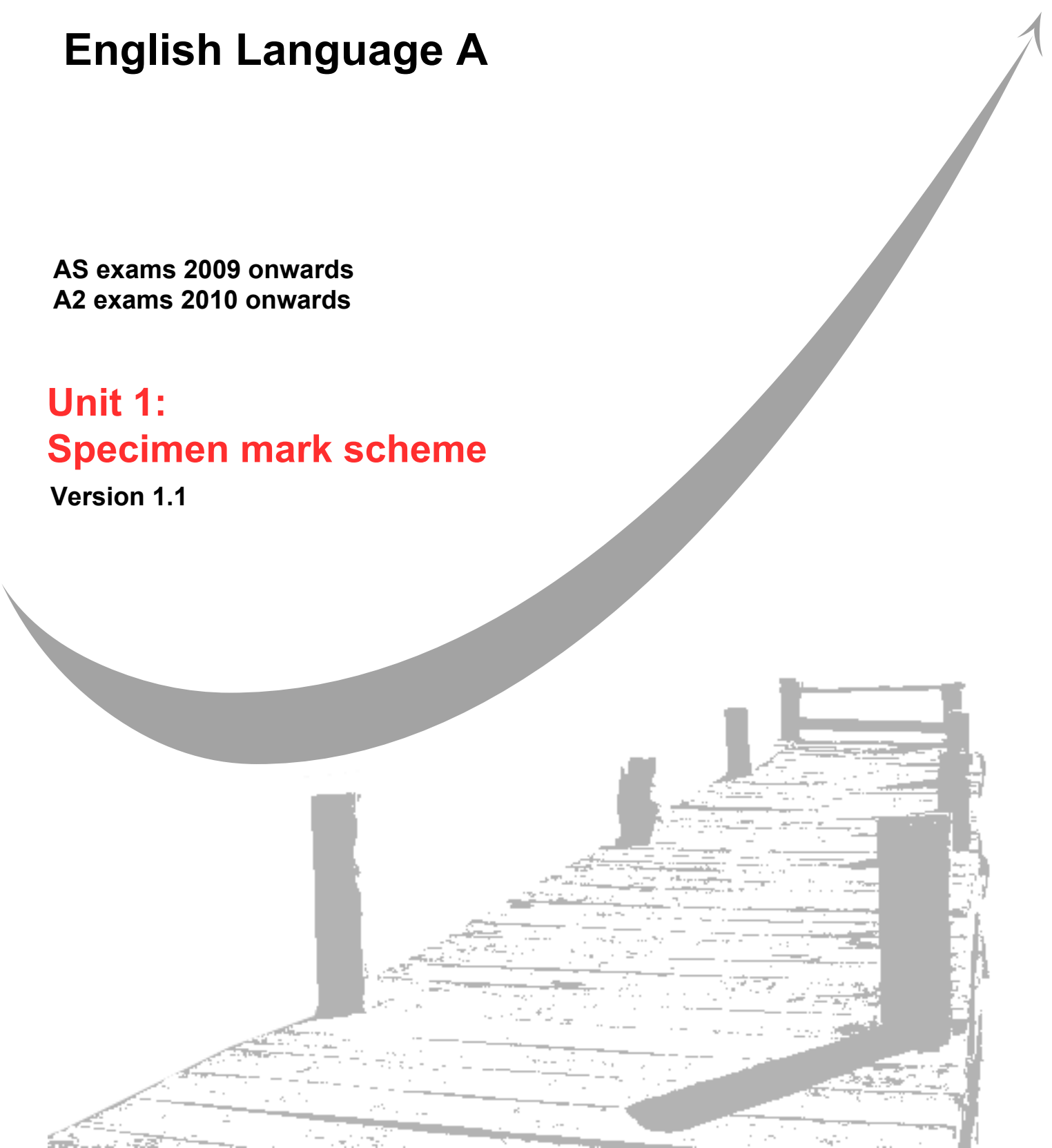
**GCE**  
**AS and A Level**

# **English Language A**

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

## **Unit 1:** **Specimen mark scheme**

**Version 1.1**





## **General Certificate of Education**

# **English Language 1701** *Specification A*

**ENGA1      Seeing through Language**

# **Specimen Mark Scheme**

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## English Language Mark Scheme

### How to mark

#### Aims

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

1. to recognise and identify the achievements of candidates;
2. to put into rank order the achievements of candidates (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 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*.

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 Grid

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 four 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 the 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 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 adjustments 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 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
- add up the marks for each Assessment Objective
- put a ringed total in the right hand margin at the end of each question.

Eg                      AO1    12  
                                 AO3    12

24

## 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.

**Unit 3**

Assessment Objective	1	2	3	4	Total
Question 1 Language And Mode	15		30		45
Questions 2 & 3 Language Development	15	30			45

**Unit 1****Section A – Language and Mode****Question 1**

- Award a mark out of 15 for AO1 and place in the right hand margin
- Award a mark out of 15 for AO3, double it and place in the right hand margin
- Add together and give a ringed total out of 45 in the right hand margin

Eg

$$\begin{array}{r} \text{AO1} \quad 12 \\ \text{AO3} \quad 12 \times 2 = 24 \\ \hline \end{array}$$

(36)

**Section B – Language Development****Question 2 or 3a**

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

**Question 2 or 3b**

- Award a mark out of 5 for AO1, and place in the right hand margin.
- Award a mark out of 15 for AO2, double it and place in the right hand margin.

Eg

$$\begin{array}{r} \text{AO1} \quad 4 \\ \text{AO2} \quad 11 \times 2 = 22 \\ \hline \end{array}$$

(26)

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.

<b>Unit 1 Question 1</b>			
<b>Mark</b>	<b>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</b> (Award a mark out of 15)	<b>Mark</b>	<b>AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language</b>  (Award a mark out of 15 and double)
<b>13-15</b>	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> <ul style="list-style-type: none"> <li>• sentence types, clauses and clause elements</li> <li>• pragmatic features</li> <li>• structural features</li> <li>• types of turn.</li> </ul>	<b>13-15</b>	Makes close detailed points drawing on and integrating various aspects of description. Engages perceptively with texts' meanings, purposes and effects.  <i>Candidates are likely to explore:</i> <ul style="list-style-type: none"> <li>• sentence and clause effects</li> <li>• communicative strategies</li> <li>• conceptualised techniques/issues/representations/mode/functions.</li> </ul>
<b>10-12</b>	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> <ul style="list-style-type: none"> <li>• types of noun, adjective, adverb</li> <li>• verb tenses, aspect, voice, modality</li> <li>• interactive features.</li> </ul>	<b>10-12</b>	Analyses context's influence and interprets texts' communicative intent clearly and in detail.  <i>Candidates are likely to analyse:</i> <ul style="list-style-type: none"> <li>• particular effects, representations, views and attitudes</li> <li>• connections between mode features and meanings.</li> </ul>
<b>6-9</b>	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> <ul style="list-style-type: none"> <li>• word classes: adjectives, verbs, adverbs, conjunctions</li> <li>• sentence functions.</li> </ul>	<b>6-9</b>	Understands effect of context and what texts are trying to communicate.  <i>Candidates are likely to explain:</i> <ul style="list-style-type: none"> <li>• effects of address</li> <li>• meanings of word choices</li> <li>• distinctive mode features.</li> </ul>
<b>4-5</b>	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> <ul style="list-style-type: none"> <li>• pronouns precisely</li> <li>• some phonological features</li> <li>• some lexical-semantic features.</li> </ul>	<b>4-5</b>	Shows awareness of effect of context. Begins to interpret what texts are trying to communicate.  <i>Candidates are likely to explain:</i> <ul style="list-style-type: none"> <li>• address</li> <li>• topics and meanings broadly</li> <li>• mode broadly.</li> </ul>
<b>3</b>	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> <ul style="list-style-type: none"> <li>• graphology/complexity/formality.</li> </ul>	<b>3</b>	Identifies some features of language variation. Has broad awareness that context has influenced language use.  <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• Identifies functions and audience broadly.</li> </ul>
<b>2</b>	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.	<b>2</b>	Gives simple/generalised/descriptive accounts of the content of texts.  <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• give well selected but unanalysed quotations.</li> </ul>
<b>1</b>	Rarely quotes or refers to the language of the text(s). Has major flaws in language that impede communication.	<b>1</b>	Misunderstands audience/purpose/context/content/meaning significantly.
<b>0</b>	Does not communicate.	<b>0</b>	Does not comment on the texts.

<b>Unit 1 Question 2 (a)</b>	
<b>Mark</b>	<b>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</b>
<b>0-10</b>	<ul style="list-style-type: none"> <li>• Award 2 marks for each linguistic feature described fully and accurately.</li> <li>• Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description.</li> </ul>
	<p><i>Candidates are likely to discuss:</i></p> <ul style="list-style-type: none"> <li>• <i>terminal deletions, eg “wha” and “yeh”</i></li> <li>• <i>medial vowel changes, eg “Fwance” and “Kit”</i></li> <li>• <i>ellipsis, eg goin’ in (a) bowit”</i></li> <li>• <i>mirroring of the interrogative mood, eg “wha kine will I be”</i></li> <li>• <i>alliteration, eg “big b (.) big boat”</i></li> <li>• <i>compounding, eg “Kit and Charlo</i></li> <li>• <i>use of preposition, eg “in”</i></li> <li>• <i>use of future tense, eg “will”</i></li> <li>• <i>adjacency pairs</i></li> <li>• <i>open and closed questions.</i></li> </ul>

<b>Unit 1 Question 2 (b)</b>			
<b>Mark</b>	<b>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)</b>	<b>Mark</b>	<b>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)</b>
<b>5</b>	Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors.	<b>13-15</b>	Shows good knowledge about linguistic concepts, theories and research. Identifies and comments on different views and interpretations. <i>Candidates are likely to explore:</i> <ul style="list-style-type: none"> <li>• a range of well selected examples</li> <li>• syntax, semantic relations, negation, systematic phonological variation</li> <li>• acquisition as an active &amp; deductive process</li> <li>• theories of acquisition critically, using evidence to evaluate</li> <li>• links between cognitive theory and linguistic development</li> <li>• place of imitation, input and correction.</li> </ul>
<b>4</b>	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.	<b>10-12</b>	Shows depth/range of knowledge of linguistic ideas/ concepts/research. Develops views on linguistic issues. <i>Candidates are likely to discuss:</i> <ul style="list-style-type: none"> <li>• a range of features in detail, eg morphological examples, types of extension, pronunciation features</li> <li>• some rules and principles applied by children, eg plurality, tense</li> <li>• a view of the nature of the acquisition process, eg rejecting simple behaviourist views</li> <li>• examples of correction.</li> </ul>
<b>3</b>	Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.	<b>6-9</b>	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. <i>Candidates are likely to explain:</i> <ul style="list-style-type: none"> <li>• the telegraphic stage and word classes</li> <li>• some features of theories without linking to examples/issues of the task</li> <li>• some features of children's language, eg one word and two word stages</li> <li>• broad/implicit understanding of the nature of the acquisition process.</li> </ul>
<b>2</b>	Begins to use a linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors.	<b>3-5</b>	Shows awareness of linguistic ideas, concepts and research. <i>Candidates are likely to show:</i> <ul style="list-style-type: none"> <li>• broad/partial accounts of stages of development, especially pre-verbal stages</li> <li>• a limited range of features of children's language with occasional linguistic insight</li> <li>• familiarity with names of researchers and broad awareness of theories.</li> </ul>
<b>1</b>	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.	<b>2</b>	Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study. <i>Candidates are likely to use:</i> <ul style="list-style-type: none"> <li>• some features of children's language without clear comment</li> <li>• generalised/lay discussions of children's language/broad assertions.</li> </ul>
<b>0</b>	Has major flaws in language that impede communication.  Does not communicate.	<b>0</b>	Has little focus on linguistic issues and gives generalised discussions of children's development without language focus.  Shows no understanding of anything concerned with the study of language.

<b>Unit 1 Question 3 (a)</b>	
<b>Mark</b>	<b>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</b>
<b>0-10</b>	<ul style="list-style-type: none"> <li>• Award 2 marks for each linguistic feature described fully and accurately.</li> <li>• Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description.</li> </ul>
	<p><i>Candidates are likely to discuss:</i></p> <ul style="list-style-type: none"> <li>• <i>simple sentences, eg "I made a time machine"</i></li> <li>• <i>compound sentences, eg "I got home and went to bed"</i></li> <li>• <i>clauses, eg adverbial clause of time "when I got out"</i></li> <li>• <i>irregular capitalisation, eg "Sor" and "under"</i></li> <li>• <i>elision, eg "Idecided"</i></li> <li>• <i>past tense, eg "I wowc up"</i></li> <li>• <i>past perfect tense, eg "I had a tent"</i></li> <li>• <i>phonetic rendition of vowels, eg "tuc"</i></li> <li>• <i>orthographical variants to represent consonants, eg "tuc" and "bac"</i></li> <li>• <i>ellipsis, eg "When I got out of the I Sor a Gost".</i></li> </ul>

<b>Unit 1 Question 3 (b)</b>			
<b>Mark</b>	<b>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)</b>	<b>Mark</b>	<b>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)</b>
<b>5</b>	Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors.	<b>13-15</b>	Shows good knowledge about linguistic concepts, theories and research. Identifies and comments on different views and interpretations.  <i>Candidates are likely to explore:</i> <ul style="list-style-type: none"> <li>• a range of well selected examples</li> <li>• contribution of reading to the development of writing skills</li> <li>• syntax, semantic relations, negation, systematic orthographical variation</li> <li>• written language acquisition as an active &amp; deductive process, eg experimentation, correction</li> <li>• theories of writing acquisition critically, using evidence to evaluate</li> <li>• links between cognitive theory and linguistic development.</li> </ul>
<b>4</b>	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.	<b>10-12</b>	Shows depth/range of knowledge of linguistic ideas/concepts/research. Develops views on linguistic issues.  <i>Candidates are likely to discuss:</i> <ul style="list-style-type: none"> <li>• a range of features in detail, eg grammatical, orthographical, semantic and punctuation features</li> <li>• some rules and principles applied by children, eg word order, negation, agreement of word classes and tense</li> <li>• a view of the nature of the acquisition process.</li> </ul>
<b>3</b>	Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.	<b>6-9</b>	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues.  <i>Candidates are likely to explain:</i> <ul style="list-style-type: none"> <li>• handwriting, formation of letter symbols, punctuation and word classes,</li> <li>• some features of theories without linking to examples/issues of task</li> <li>• some features of children's written language</li> <li>• broad/implicit understanding of the nature of the acquisition process.</li> </ul>
<b>2</b>	Begins to use a linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors.	<b>3-5</b>	Shows awareness of linguistic ideas, concepts and research.  <i>Candidates are likely to show:</i> <ul style="list-style-type: none"> <li>• broad/partial accounts of stages of acquisition of writing skills</li> <li>• a limited range of features of children's language with occasional linguistic insight</li> <li>• familiarity with names of researchers and broad awareness of theories.</li> </ul>
<b>1</b>	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.	<b>2</b>	Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study.  <i>Candidates are likely to use:</i> <ul style="list-style-type: none"> <li>• some features of children's language without clear comment</li> <li>• generalised/lay discussions of children's language/broad assertions.</li> </ul>
<b>0</b>	Has major flaws in language that impede communication. Does not communicate.	<b>0</b>	Shows no understanding of anything concerned with the study of language.
		<b>1</b>	Has little focus on linguistic issues and gives generalised discussions of children's development without language focus.