A-LEVEL

English Language

ENGA1 / Unit 1: Seeing through Language
Mark scheme

2700
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Version 1.0 Final

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

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

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

1701 English Language Marking Scheme
How to Mark

Aims

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

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

Approach

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

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

Do not mark scripts as though they were mere shadows of some Platonic ideal (or the answer you would have written). The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

The Marking Grids

The specification has generic marking grids for each Assessment Objective which are customised for individual tasks. These have been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands.

Within each Assessment Objective there are different levels of achievement.

Do not think of levels equalling grade boundaries. Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of assessment objectives in particular tasks and across the examination as a whole. You may be required to give different marks to bands for different assessment objectives.

Using the Grid

You will need to give a mark for each Assessment Objective being tested in a particular question. To identify the mark for an Assessment Objective ask:

What descriptors reflect the answer you are marking?

On some occasions the descriptors in a level will only have one mark attached to them. On other occasions there will be a range of marks. In some levels 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 level firmly: if so, put it at the top of the level. As soon as a script has fulfilled one level and shows signs of the next, you should put it into that next level.

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

1   As you read the script use <u>only</u> the following symbols:

Essential - always

A point of merit for AO1 or AO2 at the relevant place in the answer

Highlight   A point of merit for AO3i and AO3ii at the relevant place in the answer

For 01, 03, 05: a Level 4 or Level 5 point of merit for AO1 or AO2 at the relevant place in the answer
For 02, 04: a fully completed example and comment at the relevant place in the answer

Points to credit for AO1 (Q1), AO3i Mode or AO3ii Meaning at the relevant place in the answer (do not change colour)
Place in margin to identify which level from the descriptors has been evidenced

Expression error

Dubious point

Factual error

Helpful – if necessary

Unclear

Relevant example (especially in 03 or 05)

Lack of example (especially in 03 or 05)

Repetition

Not answering the question

Extended dubious materials

2   Open <u>one</u> text box at the end of the answer.

01
Write a summative comment describing what the student has achieved in relation to the descriptors to justify the mark for each Assessment Objective. Include the numerical marks.

> AO1 Nouns, adjective types, sentence functions, verbs – 9
> AO3 1 Discusses impact of layout, shared context of interest in adoption and degree of planning in posts – 8
> AO3ii Analyses representations of children in the developing world, reasons people adopt and present tense for immediacy - 11

Transfer the numerical marks to the mark boxes on the right hand side of the RM Assessor software.

02/04

Write a summative comment describing how many full or partial points the student has made. Include the numerical marks.

AO1 2 x partial points and 3 x full = 8

Transfer the numerical total to the mark boxes on the right hand side of the RM Assessor software.

03/05

Write a summative comment describing what the student has achieved in relation to the descriptors to justify the mark for each Assessment Objective. Include the numerical marks.

AO1 Accurate language with well signposted argument in ling reg - 5
AO2 Explores a range of sem/gramm features that challenge idea of imitation but notes phon copying and lex imitation. Weighs up different explanations and shows overview 2 x 14 = 28

Transfer the numerical marks to the mark boxes on the right hand side of the RM Assessor software.

Distribution of Assessment Objectives and Weightings

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

Assessment Objective	1	2	3 (i) (ii) Mode Meaning	4	Total
Question 1	15		15 15		45
Questions 2 & 3 0 2 0 4	10				45
0 3 0 5	5	30			

1	**Key words:** Identify and describe the **main mode characteristics** of the texts. Examine how the authors of Text A and Text B **use language to achieve their purposes and create meanings.** In your answer you should consider: how **situation and channel affect the use of language,** how the authors of Text A and Text B **use language to inform and persuade,** how **choices of vocabulary, grammar and structure create meanings**.
0 1	**Assessment focuses:** Quality of expression – selection/application/evaluation of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features – writer's/participants' aims and purposes – Mode characteristics – creation of meanings.
Mark	**AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression** **(Award a mark out of 15)**
Level 5 **13-15**	Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors. *Students are likely to describe:* • *sentence types, clauses, clause elements and clause linking* • *pragmatic features* • *structural features.*
Level 4 **9-12**	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. *Students are likely to describe:* • *types of nouns, adjectives, adverbs and conjunctions* • *verb tenses, aspect, voice, modality* • *interactive features.*
Level 3 **6-8**	Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. *Students are likely to describe:* • *word classes: nouns, adjectives, verbs, adverbs, nouns, conjunctions* • *pronouns precisely* • *sentence functions.*
Level 2 **4-5** **3**	Begins to use a linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors. *Students are likely to label:* • *pronouns* • *lexical-semantic features.* • *triads/rule of three* Attempts to use linguistic terms with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. *Students are likely to identify:* • *graphology/phonology/complexity/formality.*
Level 1 **2** **1** **0**	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication. Rarely quotes or refers to the language of the text(s). Has major flaws in language that impede communication. Does not communicate. Does not comment on the texts.

Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language	
	Award a mark out of 15 for analysis of **mode** features	Award a mark out of 15 for analysis of **meaning**
Level 5	**Makes close detailed points drawing on and integrating various aspects of description. Engages perceptively with texts' meanings, purposes and effects.**	
13–15	*Students are likely to explore:* • *conceptualised overviews and classifications of mode* • *complexity of mode* • *multiple voices* • *textual cohesion and intertextuality* • *syntactical simplicity and complexity* • *information processing and structuring at sentence and paragraph level.*	*Students are likely to explore:* • *sentence and clause effects* • *representation of ethical, personal and financial dimensions of child sponsorship* • *audience positioning* • *how the informative and persuasive content is structured* • *use of constructive responses and spoken effects as strategies (B)* • *the effectiveness of the texts* • *self-representation* • *representations of individuals and organisations.*
Level 4	**Analyses context's influence and interprets texts' communicative intent clearly and in detail.**	
9–12	*Students are likely to analyse:* • *message and expressive orientation of both texts* • *effects of channel* • *asynchronicity/tense* • *degrees of interactivity, eg questions/ answers, turns, links, tabs, options/ choice.*	*Students are likely to analyse:* • *representation of various views about child sponsorship* • *effect of tenses and modality* • *particular representations: poverty and children in the developing world, economics and cost, personal motivation.*
Level 3	**Understands effect of context and what texts are trying to communicate.**	
6–8	*Students are likely to discuss:* • *shared context and address: inclusiveness and shared interests* • *degrees of planning and organisation* • *effects of visual design.*	*Students are likely to discuss:* • *meanings of word choices* • *some specific examples, ideas and opinions about children and their treatment* • *phrasing of advice and opinions.*
Level 2	**Shows awareness of effect of context. Begins to interpret what texts are trying to communicate.**	
4–5	*Students are likely to explain:* • *use of standard/non-standard English* • *permanence/ephemerality* • *personal and direct address.*	*Students are likely to explain:* • *information about child sponsorship – cost, effects, areas of need* • *prospective audiences as benevolent adults (A), financially concerned adults (B).*
Level 1	**Identifies some features of language variation. Has broad awareness that context has influenced language use.**	
3	*Students are likely to identify:* • *bold, capitals, punctuation, font, layout.*	*Students are likely to identify:* • *functions of the texts broadly* • *general topic.*
2	**Gives simple/generalised/descriptive accounts of the content of texts.**	
	Students are likely to: • *label texts as electronic/blended (webpages).*	*Students are likely to:* *give unanalysed quotations.*
1	**Misunderstands audience/purpose/context/content/meaning significantly**	
0	**Does not comment on the texts.**	

2	**Key words: Comment linguistically** on **five different features** of **language use** which **you find** of **interest.**
0 | **2**	**Assessment focuses:** Application and exploration of Linguistic Frameworks for Analysis.
Mark	**AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression**
0–10	• Award 2 marks for each linguistic feature described fully and accurately. • Use the symbol to identify place where credit is awarded. • Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description. • Use the symbol to place where credit is awarded.

	Students are likely to identify:
	
	    • *ellipsis – "Grace sitting down watching"*
	    • *first person account of events – "I had some sandwich"*
	    • *overgeneralisation – "we falled down"*
	    • *two word stage – "toast please"*
	    • *non-standard subject/verb agreement – "rabbit want blanket on"*
	    • *declarative – "I had some sandwich"*
	    • *interrogative – "shall we read the red one"*
	    • *imperative – "go to the café and buy some sweets (.) nanny"*
	    • *regulatory function – "go to the café and buy some sweets (.) nanny"*
	    • *suffixes – "birdies", "sandwich", "falled"*
	    • *progressive verb aspect – "Grace sitting down watching"*
	    • *third person self-reference – "Grace sitting down watching"*
	    • *count/non-count nouns – "I had some sandwich"*
	    • *simple sentence – "rabbit want blanket on"*
	    • *compound sentence – "go to the café and buy some sweets"*
	    • *address – "nanny".*

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

2	**Key words:** To what **extent** do **children develop** their **language** by **imitating adults**?
0 **3**	In your answer you should: refer to **particular examples** of **children's language**, discuss **relevant research** and **theory**, present a **clear line of argument.** **Assessment focuses:** Quality of expression – understand and discuss examples of the language used by children/theories about initial language acquisition – explore the nature of the acquisition process.

Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (Award a mark out of 5)	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language (Award a mark out of 15 and double)
Level 5 5	Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors.	**Level 5** 13-15	Shows good knowledge about linguistic concepts, theories and research. Identifies and comments on different views and interpretations. *Students are likely to explore:* • *a range of well selected theories and examples to support imitation theory eg accent development, patterns of semantic acquisition, child directed speech, poverty of stimulus* • *a range of well selected theories and examples to challenge imitation theory eg overgeneralisation, regression, overextension, correction and its effects* • *a balanced and evaluative view of acquisition as an active and deductive rule-governed process in response to various stimuli* • *the limitations of supporting only one theory as an explanation of how children develop language* • *a range of different contexts such as bi-lingualism, digital media and interaction with people and things such as toys.*
Level 4 4	Uses a range of linguistic terms in some depth with occasional errors. Develops a line of argument in controlled linguistic register. Shows firm control of technical accuracy.	**Level 4** 9-12	Shows depth/range of knowledge of linguistic ideas/ concepts/research. Develops views on linguistic issues. *Students are likely to discuss:* • *rejection of imitation theory* • *differences between language reception and production* • *reading and play in language development* • *evidence for the importance of input* • *critical learning period eg feral children* • *innateness as a challenge to imitation* • *rules and principles applied by children eg plurality/Wugs & tense.*
Level 3 3	Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.	**Level 3** 6-8	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. *Students are likely to explain:* • *theories and research based on imitation* • *one-word, two-word and telegraphic stages* • *semantic acquisition.*

Level 2	Begins to use a linguistic terms but with some errors.	**Level 2**	Shows awareness of linguistic ideas, concepts and research.
2	Expresses ideas with organisation emerging. Occasional technical errors.	**3-5**	*Students are likely to show:* • *knowledge of pre-verbal stages as preparing for language* • *knowledge of specific examples of children's language* • *familiarity with names of researchers and labels of theories.*
Level 1 **1**	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.	**Level 1** **2**	Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study. *Students are likely to use:* • *generalised/lay discussions of children's language* • *broad assertions.*
		1	Has little focus on linguistic issues and gives generalised discussions of children's development without language focus.
0	Has major flaws in language that impede communication. Does not communicate.	**0**	Shows no understanding of anything concerned with the study of language.

3	**Key words: Comment linguistically** on **five different features** of **language use** which **you find** of **interest.**
0 | **4**	**Assessment focuses:** Application and exploration of Linguistic Frameworks for Analysis.
Mark	**AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression**
0-10	- Award 2 marks for each linguistic feature described fully and accurately. - Use the ✅ symbol to identify place where credit is awarded. - Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description. - Use the ✅ symbol to place where credit is awarded.
	Students are likely to identify: *clause – "My best toy is a doll"* *declarative function – "It has blue eyes"* *complex sentence – "I like it because it has a bunny with it."* *subordinate clause – "because it has a bunny with it"* *first person narrative – "I like it"* *possessive pronouns – "my", "her"* *adjectives – "blue"* *superlative – "best"* *non-standard spelling – "eyse"* *correct spelling – "yellow", "plastic"* *standard capitalisation – "Her head is made of plastic."* *standard punctuation – "Her head is made of plastic."* *present tense – "My best toy is a doll"* *modal verb – "It can sit"* *interaction – The teacher ticks the work twice, writes "Fine work" and draws a smiley face* *aspects of narrative – sequential, imaginative* *drawing linked to narrative* *title convention – "My best toy".*

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

3	**Key words:** To what **extent** is **learning** to **write just** about **developing correct spelling, punctuation** and **grammar**?		
0 | **5**	In your answer you should: refer to **particular examples** of **children's language**, discuss **relevant research** and **theory,** present a **clear line of argument**.		
	Assessment focuses: Quality of expression – understand and discuss examples of the written language used by children/theories about children's acquisition of writing skills – explore the nature of acquisition.		
Mark	**AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression** (Award a mark out of 5)	Mark	**AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language** (Award a mark out of 15 and double)
Level 5 **5**	Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors.	**Level 5** **13-15**	Shows good knowledge about linguistic concepts, theories and research. Identifies and comments on different views and interpretations. *Students are likely to explore:* • *a range of contexts in the acquisition of writing skills eg range of writing models, technology, learning styles* • *a range of well selected examples to support development of correctness eg communicative clarity, rules and principles applied: agreement of word classes, tense and sentence boundaries* • *a range of well selected theories and examples to challenge to support development of correctness eg experimentation, correction and its effects, the use of different registers according to contexts and cultural values of language* • *a balanced evaluative view of an active and deductive rule-governed process in response to various stimuli* • *the limitations of supporting only one theory as an explanation of how children develop written language* • *stages of acquisition of writing critically using evidence to evaluate eg Kroll: preparatory, consolidation, differentiation, integration, Barclay: scribbling, mock letters, conventional letters, phonetic/correct spelling.*
Level 4 **4**	Uses a range of linguistic terms or in some depth with occasional errors. Develops a line of argument in controlled linguistic register. Shows firm control of technical accuracy.	**Level 4** **9-12**	Shows depth/range of knowledge of linguistic ideas/concepts/ research. Develops views on linguistic issues. *Students are likely to discuss:* • *problem of seeing learning to write as just about accuracy* • *a view of written language acquisition as rule-governed* • *the relationship between reading and writing* • *links between speech and writing* • *a creative model of written acquisition* • *rules and principles.*
Level 3 **3**	Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.	**Level 3** **6-8**	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. *Students are likely to explain:* • *features of children's written language* • *handwriting, formation of letter symbols, punctuation and word classes* • *features of theories without linking to creative written language development* • *stages of the acquisition of writing skills.*

Level 2	Begins to use a linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors.	Level 2	Shows awareness of linguistic ideas, concepts and research. *Students are likely to show:* • *features of children's language without clear comment* • *knowledge of motor skills* • *familiarity with names of researchers and theories.*
2		**3-5**	
Level 1	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.	Level 1	Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study. *Students are likely to use:* • *generalised/lay discussions of children's language* • *broad assertions.*
1		**2**	
		1	Has little focus on linguistic issues and gives generalised discussions of children's development without language focus.
0	Has major flaws in language that impede communication Does not communicate.	**0**	Shows no understanding of anything concerned with the study of language.