

AS

**English Language
(Specification A)**

ENGA1 Seeing Through Language
Mark scheme

2700
June 2016

Version 1.0: Final Mark Scheme

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 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 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 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. 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 student’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
- put a ringed mark in the right hand margin for **each** AO, see p5.

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 <table border="1" style="margin-left: 20px;"> <tr><td>0</td><td>2</td></tr> <tr><td>0</td><td>4</td></tr> </table>	0	2	0	4	10				45
0	2								
0	4								
<table border="1" style="margin-left: 20px;"> <tr><td>0</td><td>3</td></tr> <tr><td>0</td><td>5</td></tr> </table>	0	3	0	5	5	30			
0	3								
0	5								

Section A – Language and Mode

- Award a mark out of 15 for AO1 and put a ringed mark in the right hand margin.
- Award a mark out of 15 for AO3 (i) – *Mode* and put a ringed mark in the right hand margin.
- Award a mark out of 15 for AO3 (ii) – *Meaning* and put a ringed mark in the right hand margin.

Eg		right hand margin
	AO1	(12)
	AO3 Mode	(12)
	AO3 Meaning	(11)

Section B – Language Development

Questions 2 & 3

0	2	0	4
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- Award a mark out of 10 for AO1, and put a ringed mark in the right hand margin.

Eg		right hand margin
	AO1	(7)

0	3	0	5
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- Award a mark out of 5 for AO1, and put a ringed mark in the right hand margin.
- Award a mark out of 15 for AO2, double it and put it in the right hand margin.

Eg		right hand margin
	AO1	(4)
	AO2 11x2	(22)

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.

Question 1

0 1	<p>Key words: Identify and describe the main mode characteristics of the texts. Examine how Text A and the different writers in Text B use language to achieve their purposes and create meanings.</p> <p>In your answer you should consider: how situation and channel affect the use of language, how Text A uses language to persuade people to vote, how the different writers in Text B use language to express their ideas, how choices of vocabulary, grammar and structure create meanings.</p> <p>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.</p>
Mark	<p>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)</p>
13-15	<p>Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors. Students are likely to describe:</p> <ul style="list-style-type: none"> • <i>sentence types, clauses, clause elements and clause linking</i> • <i>pragmatic features</i> • <i>structural features.</i>
9-12	<p>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:</p> <ul style="list-style-type: none"> • <i>types of nouns, adjectives, adverbs and conjunctions</i> • <i>verb tenses, aspect, voice, modality</i> • <i>interactive features.</i>
6-8	<p>Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. Students are likely to describe:</p> <ul style="list-style-type: none"> • <i>word classes: nouns, adjectives, verbs, adverbs, conjunctions</i> • <i>pronouns precisely</i> • <i>sentence functions.</i>
4-5	<p>Begins to use a linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors. Students are likely to label:</p> <ul style="list-style-type: none"> • <i>pronouns</i> • <i>lexical-semantic features.</i>
3	<p>Attempts to use linguistic terms with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. Students are likely to identify:</p> <ul style="list-style-type: none"> • <i>graphology/phonology/complexity/formality.</i>

2	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.
1	Rarely quotes or refers to the language of the text(s). Has major flaws in language that impede communication. Does not communicate.
0	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	
	AO3i: Award a mark out of 15 for analysis of mode features	AO3ii: Award a mark out of 15 for analysis of meaning
	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: <ul style="list-style-type: none"> • <i>conceptualised overviews and classifications of mode</i> • <i>complexity of mode</i> • <i>multiple voices</i> • <i>textual cohesion and intertextuality</i> • <i>syntactical simplicity and complexity</i> • <i>information processing and structuring at sentence and paragraph level.</i> 	Students are likely to explore: <ul style="list-style-type: none"> • <i>sentence and clause effects</i> • <i>representation of personal, legal and social dimensions of voting</i> • <i>audience positioning</i> • <i>structure of informative and persuasive content</i> • <i>use of constructive responses and spoken effects as strategies</i> • <i>self-representation.</i>
	Analyses context's influence and interprets texts' communicative intent clearly and in detail.	
9-12	Students are likely to analyse: <ul style="list-style-type: none"> • <i>message and expressive orientation of both texts</i> • <i>implications of visual channel</i> • <i>asynchronicity/tense</i> • <i>degrees of interactivity eg imperatives/questions/answers, links, social media, tabs, options/choice.</i> 	Students are likely to analyse: <ul style="list-style-type: none"> • <i>representation of different views about voting, age and the law</i> • <i>effect of tenses and modality</i> • <i>particular representations: politicians, young people, older people, celebrities.</i>
	Understands effect of context and what texts are trying to communicate.	
6-8	Students are likely to discuss: <ul style="list-style-type: none"> • <i>shared context: inclusiveness and shared interests</i> • <i>degrees of planning and organisation</i> • <i>effects of visual design.</i> 	Students are likely to discuss: <ul style="list-style-type: none"> • <i>meanings of word choices</i> • <i>opinions about voting</i> • <i>personal accounts of education, careers, life-choices.</i>

	Shows awareness of effect of context. Begins to interpret what texts are trying to communicate.	
4-5	Students are likely to explain: <ul style="list-style-type: none"> • <i>use of standard English</i> • <i>permanence/ephemerality</i> • <i>personal and direct address.</i> 	Students are likely to explain: <ul style="list-style-type: none"> • <i>information about voting</i> • <i>prospective audiences as web surfers and Guardian readers (B).</i>
	Identifies some features of language variation. Has broad awareness that context has influenced language use.	
3	Students are likely to identify: <ul style="list-style-type: none"> • <i>bold, capitals, punctuation, font, layout.</i> 	Students are likely to identify: <ul style="list-style-type: none"> • <i>functions of the texts broadly</i> • <i>general topic.</i>
	Gives simple/generalised/descriptive accounts of the content of texts.	
2	Students are likely to: <ul style="list-style-type: none"> • <i>label texts as electronic (webpage) and written (newspaper).</i> 	Students are likely to: <ul style="list-style-type: none"> • <i>give unanalysed quotations.</i>
1	Misunderstands audience/purpose/context/content/meaning significantly.	
0	Does not comment on the texts.	

Question 2

0	2	<p>Key words: Comment linguistically on five different features of language use which you find of interest.</p> <p>Assessment focuses: Application and exploration of Linguistic Frameworks for Analysis.</p>
Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	
0-10	<ul style="list-style-type: none"> • Award 2 marks for each linguistic feature described fully and accurately. • Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description. 	
		<p>Students are likely to identify:</p> <ul style="list-style-type: none"> • <i>ellipsis – “going over there”</i> • <i>first person account of events – “I remember”</i> • <i>overgeneralisation – “I maked them”</i> • <i>two word stage – “cook food”</i> • <i>declarative – “it growed and growed”</i> • <i>adjacency pairs – Adult “what happens at the Halloween party”/ Ted “it growed and growed”</i> • <i>ambiguous pronouns – “it”, “them”</i> • <i>past tense – “it growed and growed”</i> • <i>present tense – “I going away now”</i> • <i>count/non-count nouns – “some pumpkin”</i> • <i>semantic field – “nursery”, “party”, “Halloween”</i> • <i>simple clause – “I going away now”</i> • <i>carer’s interrogative – “is Gemma your friend”</i> • <i>carer’s prompting – “something beginning with k”</i> • <i>carer’s expansion – eg “where are you going”</i> • <i>carer’s recasting – eg “I’m not going anywhere”.</i>

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

Question 3

0 3	<p>Key words: To what extent do carers contribute to children’s acquisition of speech?</p> <p>In your answer you should: refer to particular examples of children’s language, discuss relevant research and theory, present a clear line of argument.</p> <p>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.</p>		
Mark	<p>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)</p>	Mark	<p>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)</p>
5	<p>Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors.</p>	13-15	<p>Shows good knowledge about linguistic concepts, theories and research. Identifies and comments on different views and interpretations. Students are likely to explore:</p> <ul style="list-style-type: none"> • a range of theory and examples of children’s language to support the idea of the importance of carers’ contribution eg patterns of semantic acquisition, functions of child directed speech, accent development, socialisation • a range of theory and examples of children’s language to challenge the importance of carers’ contribution eg overgeneralisation, correction and its effects, regression, overextension, poverty of stimulus • an evaluative view of acquisition as an active and deductive rule-governed process • a range of different contexts eg digital media and interaction with people and toys.
4	<p>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.</p>	9-12	<p>Shows depth/range of knowledge of linguistic ideas/concepts/research. Develops views on linguistic issues. Students are likely to discuss:</p> <ul style="list-style-type: none"> • differences between language reception and production • reading and play in language development • features of child directed speech • critical learning period eg feral children • innateness as a challenge to interaction • rules and principles applied by children eg plurality/Wugs & tense.

3	<p>Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.</p>	6-8	<p>Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. Students are likely to explain:</p> <ul style="list-style-type: none"> • <i>theories and research based on interaction</i> • <i>one-word, two-word and telegraphic stages</i> • <i>semantic acquisition.</i>
2	<p>Begins to use linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors.</p>	3-5	<p>Shows awareness of linguistic ideas, concepts and research. Students are likely to show:</p> <ul style="list-style-type: none"> • <i>knowledge of pre-verbal stages as preparing for language</i> • <i>ability to use examples of children's language</i> • <i>awareness of names of researchers and labels of theories.</i>
1	<p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.</p> <p>Has major flaws in language that impede communication.</p>	2	<p>Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study. Students are likely to use:</p> <ul style="list-style-type: none"> • <i>generalised/lay discussions of children's language</i> • <i>broad assertions.</i>
0	Does not communicate.	0	Shows no understanding of anything concerned with the study of language.

Question 4

0	4	<p>Key words: Comment linguistically on five different features of language use which you find of interest.</p> <p>Assessment focuses: Application and exploration of Linguistic Frameworks for Analysis.</p>
Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	
0-10	<ul style="list-style-type: none"> • Award 2 marks for each linguistic feature described fully and accurately. • Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description. 	
		<p>Students are likely to identify:</p> <ul style="list-style-type: none"> • <i>letter reversals – eg “aqearatus”</i> • <i>clause – “This morning we did P.E. on the aqearatus”</i> • <i>declarative function – “The baddies are trying”</i> • <i>compound sentences – “The baddies ... but they</i> • <i>first person narrative – “This morning we did P.E. on the aqearatus”</i> • <i>adjectives – “giant”</i> • <i>non-standard spelling – “aqearatus”</i> • <i>interaction – ticks</i> • <i>standard spelling – “morning”</i> • <i>standard capitalisation – “Cinderella”</i> • <i>punctuation – “P.E.”</i> • <i>present tense – “This is the part”</i> • <i>genre conventions – “Fairy Godmother”, “baddies”</i> • <i>writing from stimulus – “This is the part”</i> • <i>aspects of narrative – sequential, imaginative</i> • <i>drawing linked to narrative “The baddies are trying”</i> • <i>self-correction – “Movember”/“November”</i> • <i>teacher correction “aqearatus”/“apparatus”</i> • <i>diary convention – “Thursday January 7th”.</i>

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

Question 5

<p>0 5</p>	<p>Key words: To what extent is the understanding of genres important in children’s writing development?</p> <p>In your answer you should: refer to particular examples of children’s language, discuss relevant research and theory, present a clear line of argument.</p> <p>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 the acquisition process.</p>		
<p>Mark</p>	<p>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)</p>	<p>Mark</p>	<p>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)</p>
<p>5</p>	<p>Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors.</p>	<p>13-15</p>	<p>Shows good knowledge about linguistic concepts, theories and research. Identifies and comments on different views and interpretations. Students are likely to explore:</p> <ul style="list-style-type: none"> • a range of theory and examples to support a genre governed model eg narrative, report, recount, the use of different registers according to contexts, cultural value of genres • a range of examples to challenge a genre governed model of written development eg communicative clarity, rules and principles • an evaluative view of acquisition as an active and deductive rule-governed process • a range of different contexts in the acquisition of writing skills eg exposure to a range of genres, writing models, writing technology, learning styles.
<p>4</p>	<p>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.</p>	<p>9-12</p>	<p>Shows depth/range of knowledge of linguistic ideas/concepts/research. Develops views on linguistic issues. Students are likely to discuss:</p> <ul style="list-style-type: none"> • a genre governed model of written development • limitations of developmental and creative model of written acquisition • relationships between reading and writing • relationships between speech and writing • stages of acquisition of writing using evidence.

3	Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.	6-8	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. Students are likely to explain: <ul style="list-style-type: none"> • <i>two examples of genre (8)</i> • <i>one example of genre (6)</i> • <i>features of research and theories without linking to genre governed written language development.</i>
2	Begins to use linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors.	3-5	Shows awareness of linguistic ideas, concepts and research. Students are likely to show: <ul style="list-style-type: none"> • <i>no awareness of genre</i> • <i>knowledge of motor skills eg handwriting, formation of letter symbols, punctuation and word classes</i> • <i>familiarity with names of researchers and theories.</i>
1	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication. Has major flaws in language that impede communication.	2	Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study. Students are likely to use: <ul style="list-style-type: none"> • <i>generalised/lay discussions of children’s language broad assertions.</i>
1		1	Has little focus on linguistic issues and gives generalised discussions of children’s development without language focus.
0	Does not communicate.	0	Shows no understanding of anything concerned with the study of language.