



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

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GCE

English Language A

Unit ENA3

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Unit ENA3: Interacting Through Language

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	3i	4	5i	Total
Spoken Language Analysis	5	20		20	45
Essay Topics	5		20		25

Section A – Spoken Language Analysis

Award an AO3 mark out of 20

Award an AO5 mark out of 20

Section B – Essay Topics

Award an AO4 mark out of 20

Award a mark out of 10 for AO1 based on both the responses to Section A and Section B

Q1	<p>Keywords: Comment linguistically – significant features – this interaction – explain – speakers use language - convey meanings – feelings – main features linguistic interaction – vocabulary and grammar – speakers’ purposes and roles – structure of the interaction.</p> <p>Assessment Focuses: Quality of expression – selection/application of Linguistic Frameworks for Analysis - identifying/describing/interpreting significant language features.</p>		
Mark	<p>AO3i Know and use key features of frameworks for the systematic study of spoken and written English.</p>	Mark	<p>AO5i Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.</p>
15-20	<ul style="list-style-type: none"> • Explores appropriate range of features. • Describes carefully and accurately significant language features and patterns using lexical-semantic, grammatical, phonological and discourse frameworks. • Makes rare errors. • <i>Explores clause linking, verb forms and modality.</i> • <i>Examines ellipsis.</i> • <i>Sustains relevant grammatical comment.</i> • <i>Integrates different levels of analysis.</i> 	15-20	<ul style="list-style-type: none"> • Confident description and exploration of language features and their explanatory context. Close detailed points. • A subtle interpretation drawing on and integrating various levels of description. Engagement with text’s meaning, purpose and effects. • Well integrated use of examples and quotation. • <i>Explores and analyses the effect of context on interaction.</i> • <i>Explores mutual exploratory process.</i> • <i>Shows overview of interactional functions.</i> • <i>Applies theories in a relevant and illuminating manner.</i> • <i>Explores participant positioning.</i>

<p>11-14</p>	<ul style="list-style-type: none"> • Gives evidence of some range or depth. • Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological and discourse frameworks. • Writes largely accurately. • <i>Analyses key semantic features.</i> • <i>Examines some grammatical features such as word classes and links to purpose.</i> • <i>Engages with purpose of questions, monitoring, tags turns, overlaps, support etc.</i> 	<p>11-14</p>	<ul style="list-style-type: none"> • Describes a range of significant language features. • Understands context's influence clearly and in detail. • Interprets text's communicative intent. • Fully supported. • <i>Examines the effect of context on the spoken interaction.</i> • <i>Examines the use of contradiction and argument strategies.</i> • <i>Shows sensitivity to different speaker behaviour.</i> • <i>Engages with topic, topic change and topic control.</i> • <i>Examines significance of shared knowledge.</i>
<p>9-10</p>	<ul style="list-style-type: none"> • Makes consistent use of linguistic frameworks. • Describes significant language features or patterns using lexical-semantic, grammatical, phonological and discourse frameworks. • Basically accurate. • <i>Describes features of address.</i> • <i>Begins to examine use of pronouns, feedback, fillers etc.</i> • <i>Examines some lexical/semantic features.</i> • <i>Examines some interactive features.</i> 	<p>9-10</p>	<ul style="list-style-type: none"> • Describes key features of language variation. • Understands effect of context and what texts are trying to communicate. • Illustrated points. • <i>Describes effect of context on purposes and meanings.</i> • <i>Maintains mainly lexical/semantic focus.</i> • <i>Identifies topic change and relates to purpose.</i> • <i>Considers relationships revealed by spoken interaction.</i>

<p>7-8</p>	<ul style="list-style-type: none"> • Uses a linguistic framework. Identifies and attempts to describe relevant language features. • Uncertainty of description – some errors occur. • <i>Identifies repetitions, fillers, non-verbal and non-fluency features.</i> • <i>Presents a broad account of semantic fields.</i> 	<p>7-8</p>	<ul style="list-style-type: none"> • Distinguishes some features of language variation. • Awareness of effect of context and what texts are trying to communicate. • Illustrated points. • <i>Looks at a limited range of effects of context.</i> • <i>Comments on mutual interaction.</i> • <i>Differentiates the speakers' roles.</i> • <i>Shows awareness of relevance of setting.</i>
<p>5-6</p>	<ul style="list-style-type: none"> • Attempts to use frameworks for description. • Identifies some relevant language features. • Occasional accuracy of description. • <i>Focuses partially on language – dwells on content.</i> • <i>Begins to discuss level of formality.</i> • <i>Shows some basic awareness of interactive features.</i> 	<p>5-6</p>	<ul style="list-style-type: none"> • Identifies some features of language variation. • Some use of content: specific references/examples/quotation. • Broad awareness that context has influenced language use. • <i>Shows general sense of the effect of context on the interaction.</i> • <i>Gives broad comments about audience, fields and formality.</i> • <i>Selects and begins to comment on some relevant quotations.</i>
<p>3-4</p>	<ul style="list-style-type: none"> • Attempts to use frameworks but minimal accuracy achieved. • Quotes judiciously without linguistic description. • <i>Identifies unhelpful linguistic features and labels with no sense of distinctiveness/significance.</i> • <i>Tends to dwell on content by paraphrasing.</i> 	<p>3-4</p>	<ul style="list-style-type: none"> • Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation. • Superficial reactions to texts. • <i>Gives unanalysed quotations.</i> • <i>Summarises what speakers say.</i>
<p>1-2</p>	<ul style="list-style-type: none"> • Minimal engagement with language of the data extracts. • Rare quotations or reference to the language of the extracts. 	<p>1-2</p>	<ul style="list-style-type: none"> • Major misunderstanding of audience/purpose/context/content/meaning. • <i>Rarely comments on details of the text.</i>
<p>0</p>	<ul style="list-style-type: none"> • No engagement with data extracts. 	<p>0</p>	<ul style="list-style-type: none"> • Text or data has no influence on the work.

Q2	<p>Key words: Examine – ways – men – women – use – two – following – variety – contexts – interruptions/overlaps – minimal responses – tag questions.</p> <p>Assessment Focuses: Quality of expression – understanding/exploration of concepts and issues relating to spoken verbal interaction involving men and women.</p>	Q3	<p>Key Words: Explore – linguistic features – help create – effective – spoken – interaction.</p> <p>Assessment Focuses: Quality of expression – understand/exploration of concepts and issues relating to effective spoken verbal interaction.</p>
Mark	<p>AO4 Understand, discuss and explore concepts and issues relating to language in use.</p>	Mark	<p>AO4 Understand, discuss and explore concepts and issues relating to language in use.</p>
15-20	<ul style="list-style-type: none"> • Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on other’s ideas. • <i>Explores a variety of female/male uses of interruptions/overlaps, minimal responses, tag questions.</i> • <i>Offers a discriminating treatment of a variety of situations.</i> • <i>Demonstrates strong awareness of context and research from Coates, Cameron, Lakoff etc.</i> • <i>Presents open-minded answer based on wide knowledge and reflection.</i> • <i>Challenges common assumptions and generalisations.</i> • <i>Stresses the importance of individuality.</i> • <i>Shows clear understanding of language as the enactment of social function.</i> 	15-20	<ul style="list-style-type: none"> • Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on other’s ideas. • <i>Explores a range of relevant interactive features in some depth.</i> • <i>Explores a variety of relevant situations.</i> • <i>Conceptualises different views and assimilates appropriate supporting research e.g. politeness, face theory etc.</i> • <i>Explores theory in the context of specific situations.</i> • <i>Presents open-minded answer based on wide knowledge and reflection.</i>

11-14	<ul style="list-style-type: none"> • Depth/range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Refers clearly to different kinds of interaction.</i> • <i>Shows some ability to break down “female” and “male” speakers into much more specific cases.</i> • <i>Shows awareness of factors other than gender which exercise an influence in various contexts.</i> • <i>Examines relevant lexical/semantic/grammatical features.</i> • <i>Integrates relevant research into argument.</i> 	11-14	<ul style="list-style-type: none"> • Depth/range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Examines different kinds of interaction e.g. informing, instructing, questioning etc.</i> • <i>Comments on the significance of research and ideas about effective spoken interaction.</i> • <i>Looks at relevant research in the context of specific situations.</i>
9-10	<ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Outlines the importance of context to appropriate interactive lexical/semantic/grammatical formations.</i> • <i>Refers to similarities and differences in language use of women and men.</i> • <i>Identifies main features of spoken interaction and speakers’ relationships.</i> 	9-10	<ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Shows some awareness of the importance of context in interaction and speakers’ relationships.</i> • <i>Refers to relevant research.</i> • <i>Outlines the importance of context to appropriate lexical/semantic/grammatical formations.</i>
7-8	<ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Begins to show awareness of interactive features.</i> • <i>Makes undeveloped references to some situations and some basic linguistic formations.</i> • <i>Shows broad/implicit understanding of issues relating to female/male spoken interaction.</i> 	7-8	<ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Identifies some features of interaction in terms of skills.</i> • <i>Makes undeveloped references to relevant research.</i> • <i>Shows broad/implicit understanding of interactive features.</i>
5-6	<ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • <i>Gives broad/partial accounts of basic principles of conversation.</i> • <i>Offers limited range of relevant examples.</i> 	5-6	<ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • Awareness of linguistic approaches. • <i>Gives broad/partial accounts of some basic principles of spoken interaction.</i> • <i>Offers limited range of examples.</i>

<p>3-4</p>	<ul style="list-style-type: none"> • Anecdotal/descriptive with implicit relevance. • Uncertain about how to carry out linguistic study. • <i>Identifies examples but does not comment on them/does not convey the issues clearly.</i> • <i>Offers generalised/lay discussions of female/male attitudes and behaviour.</i> • <i>Makes sweeping generalisations and broad assertions.</i> 	<p>3-4</p>	<ul style="list-style-type: none"> • Anecdotal/descriptive with implicit relevance. • Uncertain about how to carry out linguistic study. • <i>Identifies examples but does not comment on them clearly.</i> • <i>Makes very broad assertions.</i> • <i>Gives generalised/ lay discussions of interaction.</i>
<p>1-2</p>	<ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Gives very generalised discussions of female/male use of language.</i> 	<p>1-2</p>	<ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Gives very generalised discussions of interaction.</i>
<p>0</p>	<ul style="list-style-type: none"> • No understanding of anything concerned with the study of language. 	<p>0</p>	<ul style="list-style-type: none"> • No understanding of anything concerned with the study of language.

Q1 and 2/3	
Mark	AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.
8-10	<ul style="list-style-type: none"> • Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
6-7	<ul style="list-style-type: none"> • Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
5	<ul style="list-style-type: none"> • Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite if inconsistent linguistic register.
4	<ul style="list-style-type: none"> • Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register.
3	<ul style="list-style-type: none"> • Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.
2	<ul style="list-style-type: none"> • Intrusive basic errors (sentence punctuation, there/their etc). • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms.
1	<ul style="list-style-type: none"> • Major flaws in language. • Communication impeded – but some points are conveyed.
0	<ul style="list-style-type: none"> • Total irrelevance/incomprehensible.