



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

**General Certificate of Education**

**English Language 5701**

*Specification A*

**ENA3      Seeing Through Language**

**Mark Scheme**

*2007 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.

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**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**

| <b>Assessment Objective</b>     | <b>1</b> | <b>3i</b> | <b>4</b>  | <b>5i</b> | <b>Total</b> |
|---------------------------------|----------|-----------|-----------|-----------|--------------|
| <b>Spoken Language Analysis</b> | <b>5</b> | <b>20</b> |           | <b>20</b> | <b>45</b>    |
| <b>Essay Topics</b>             | <b>5</b> |           | <b>20</b> |           | <b>25</b>    |

**Section A – Spoken Language Analysis**

- award a mark out of 20 for AO3i in the right hand margin
- award a mark out of 20 for AO5i in the right hand margin
- add together and put a ringed total out of 40 for question one in the right hand margin

Eg      AO3i    12  
           AO5i    12

(24)

**Section B – Essay Topics**

- award a ringed mark out of 20 for AO4 in the right hand margin

Eg      AO4    (20)

**AO1 – Quality of Writing**

- based on both answers, award a ringed mark out of 10 for AO1 in the right hand margin

Eg      AO1    (9)

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>Q1</b>    | <b>Keywords: Comment linguistically on the significant features of this interaction. Explain how the participants use language to create meanings and express feelings. In your answer you should consider: the participants' purposes and roles, the structure of the interaction, interactive features of speech, vocabulary and grammar.</b><br><b>Assessment Focuses:</b> Quality of expression – selection/application of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features.  |              |  |
|--------------|---|--------------|--|
| <b>Mark</b>  | <b>AO3i</b><br><b>Know and use key features of frameworks for the systematic study of spoken and written English.</b>   | <b>Mark</b>  | <b>AO5i</b><br><b>Distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.</b>   |
| <b>16-20</b> | <ul style="list-style-type: none"> <li>Explores appropriate range of features.</li> <li>Describes carefully and accurately significant language features and patterns using lexical-semantic, grammatical, phonological and discourse frameworks.</li> <li>Makes rare errors.</li> <li><i>Demonstrates consistent analytical method.</i></li> <li><i>Uses linguistic frameworks systematically and purposefully.</i></li> <li><i>Describes syntactical features such as clause linking, disjunction and ellipsis.</i></li> <li><i>Describes types of nouns, adjectives and adverbs.</i></li> <li><i>Describes discourse markers, eg "well" and "ok".</i></li> <li><i>Describes verb tenses, voices and modals.</i></li> </ul> | <b>16-20</b> | <ul style="list-style-type: none"> <li>Confident description and exploration of language features and their explanatory context. Close detailed points.</li> <li>A subtle interpretation drawing on and integrating various levels of description. Engagement with text's meaning, purpose and effects.</li> <li>Well integrated use of examples and quotation.</li> <li><i>Explores and analyses the effect of contextual factors such as implicature, shared knowledge and familiarity.</i></li> <li><i>Examines the function of discourse markers and abrupt topic change without spoken markers.</i></li> <li><i>Explores participant positioning.</i></li> <li><i>Examines the use of prompting and support strategies.</i></li> <li><i>Considers the significance of Di's investigative probings and ironic humour.</i></li> <li><i>Examines Del's matey but edgy responses to questioning.</i></li> </ul> |
| <b>11-15</b> | <ul style="list-style-type: none"> <li>Gives evidence of some range or depth.</li> <li>Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological and discourse frameworks.</li> <li>Writes largely accurately.</li> <li><i>Gives a mainly systematic analysis of the transcript.</i></li> <li><i>Examines some grammatical features such as word classes, nouns, adjectives, verbs, adverbs, conjunctions.</i></li> <li><i>Describes turns, monitoring and support.</i></li> <li><i>Describes some verb moods.</i></li> </ul>  | <b>11-15</b> | <ul style="list-style-type: none"> <li>Describes a range of significant language features.</li> <li>Understands context's influence clearly and in detail.</li> <li>Interprets text's communicative intent.</li> <li>Fully supported interpretations.</li> <li><i>Examines effect of setting on participants' purposes and meanings.</i></li> <li><i>Shows sensitivity to different speaker behaviour.</i></li> <li><i>Explores topics (eg football, courses, careers), topic change and topic management.</i></li> <li><i>Examines closely the purposes of phonological features such as stress.</i></li> <li><i>Engages with purpose of monitoring, turns, questioning, support etc.</i></li> <li><i>Examines some lexical/semantic features such as the field of disenchantment, eg "borin", "crap".</i></li> </ul>   |
| <b>9-10</b>  | <ul style="list-style-type: none"> <li>Makes consistent use of linguistic frameworks.</li> <li>Describes significant language features or patterns using lexical-semantic, grammatical, phonological and discourse frameworks.</li> <li>Basically accurate.</li> <li><i>Begins to examine pronouns and address.</i></li> <li><i>Identifies some interactive features such as prompts and responses.</i></li> </ul>  | <b>9-10</b>  | <ul style="list-style-type: none"> <li>Describes key features of language variation.</li> <li>Understands effect of context and what texts are trying to communicate.</li> <li>Illustrated points.</li> <li><i>Describes the effect of setting on the mode of relaxed social chat.</i></li> <li><i>Identifies some topics and relates them to purposes.</i></li> <li><i>Describes relationships revealed by spoken interaction.</i></li> <li><i>Tends to identify some language features within a narrative account of the transcript.</i></li> </ul>  |
| <b>7-8</b>   | <ul style="list-style-type: none"> <li>Uses a linguistic framework. Identifies and attempts to describe relevant language features.</li> <li>Uncertainty of description – some errors occur.</li> <li><i>Identifies repetitions, fillers, non-verbal and non-fluency features</i></li> <li><i>Describes question and answer structure.</i></li> <li><i>Identifies some phonological features such as stress.</i></li> <li><i>Identifies some lexical/semantic features such as the fields of football, courses and careers.</i></li> </ul>  | <b>7-8</b>   | <ul style="list-style-type: none"> <li>Distinguishes some features of language variation.</li> <li>Awareness of effect of context and what texts are trying to communicate.</li> <li>Illustrated points</li> <li><i>Relates question and answer structure to informal situation.</i></li> <li><i>Differentiates the speakers' roles.</i></li> </ul>  |
| <b>5-6</b>   | <ul style="list-style-type: none"> <li>Attempts to use frameworks for description.</li> <li>Identifies some relevant language features.</li> <li>Occasional accuracy of description.</li> <li><i>Focuses partially on language but mainly on content.</i></li> <li><i>Shows some basic awareness of interactive features.</i></li> <li><i>Presents a broad account of semantic complexity/simplicity.</i></li> </ul>  | <b>5-6</b>   | <ul style="list-style-type: none"> <li>Identifies some features of language variation.</li> <li>Some use of content: specific references/examples/quotation.</li> <li>Broad awareness that context has influenced language use.</li> <li><i>Shows a limited sense of the effect of context on the interaction.</i></li> <li><i>Recognises the informal context.</i></li> <li><i>Gives broad comments about limited range of purposes.</i></li> <li><i>Selects and begins to comment on some quotations.</i></li> </ul>   |
| <b>3-4</b>   | <ul style="list-style-type: none"> <li>Attempts to use frameworks but minimal accuracy achieved.</li> <li>Quotes without linguistic description.</li> <li><i>Identifies unhelpful linguistic features and labels with no sense of significance.</i></li> <li><i>Begins to discuss level of formality.</i></li> <li><i>Tends to dwell on content by paraphrasing.</i></li> </ul>   | <b>3-4</b>   | <ul style="list-style-type: none"> <li>Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation.</li> <li>Superficial reactions to texts.</li> <li><i>Gives unanalysed quotations.</i></li> <li><i>Summarises what speakers say.</i></li> </ul>   |
| <b>1-2</b>   | <ul style="list-style-type: none"> <li>Minimal engagement with language of the data extracts.</li> <li>Rare quotations or reference to the language of the extracts.</li> </ul>   | <b>1-2</b>   | <ul style="list-style-type: none"> <li>Major misunderstanding of audience/purpose/context/content/meaning.</li> <li><i>Rarely comments on details of the text.</i></li> </ul>  |
| <b>0</b>     | <ul style="list-style-type: none"> <li>No engagement with data extracts.</li> </ul>   | <b>0</b>     | <ul style="list-style-type: none"> <li>Text or data have no influence on the work.</li> </ul>  |

| <b>Q2</b>  | <b>Key words:</b> Discuss the <b>effect</b> of <b>gender</b> and <b>social position</b> on <b>people's spoken interaction</b> . In your answer, you <b>should refer</b> to a <b>variety of specific situations</b> .<br><b>Assessment Focuses:</b> Quality of expression – understanding/exploration of concepts and issues relating to spoken verbal interaction involving men and women.   | <b>Q3</b>  | <b>Key Words:</b> What <b>skills</b> does a <b>good listener need</b> ? Examine <b>how these skills help to create effective spoken interaction</b> in a <b>variety of contexts</b> .<br><b>Assessment Focuses:</b> Quality of expression – understand/exploration of concepts and issues relating to effective spoken verbal interaction.   |
|--|--|--|--|
| <b>Mark</b>  | <b>AO4</b><br><b>Understand, discuss and explore concepts and issues relating to language in use.</b>  | <b>Mark</b>  | <b>AO4</b><br><b>Understand, discuss and explore concepts and issues relating to language in use.</b>  |
| <b>16-20</b>   | <ul style="list-style-type: none"> <li>• Good knowledge about linguistic concepts, theories and research.</li> <li>• Identifies different views and interpretations.</li> <li>• Comments on others' ideas.</li> <li>• <i>Identifies and explores specific features of spoken interaction such as minimal responses, tag questions.</i></li> <li>• <i>Comments critically on research from Coates, Cameron et al.</i></li> <li>• <i>Presents open-minded answer based on wide knowledge and reflection.</i></li> <li>• <i>Integrates discussion of gender, social position and spoken interaction.</i></li> <li>• <i>Discusses 'Dominance, Difference and Diversity'.</i></li> <li>• <i>Challenges stereotypes, common assumptions and generalisations.</i></li> <li>• <i>Conceptualises the heterogeneity of interactive language users.</i></li> </ul>  | <b>16-20</b>   | <ul style="list-style-type: none"> <li>• Good knowledge about linguistic concepts, theories and research.</li> <li>• Identifies different views and interpretations.</li> <li>• Comments on others' ideas.</li> <li>• <i>Conceptualises different views and assimilates appropriate supporting research, eg Politeness principle, Accommodation theory, Face theory, Grice's co-operative theory.</i></li> <li>• <i>Explores different listening skills such as open questions and reflective listening in the context of a range of specific situations.</i></li> <li>• <i>Presents open-minded answer based on wide knowledge and reflection.</i></li> <li>• <i>Explores specific interactive features such as non-verbal feedback, hedges, murmured agreements, minimal responses and pseudo agreements.</i></li> </ul>   |
| <b>11-15</b><br><br><br><br><br><br><br><br><br><br><b>9-10</b>                  | <ul style="list-style-type: none"> <li>• Depth/range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Refers clearly to different kinds of interaction.</i></li> <li>• <i>Integrates some relevant research into argument.</i></li> <li>• <i>Considers the role played by particular lexical, semantic and grammatical interactive features.</i></li> <li>• <i>Begins to see connections between gender, social position and spoken interaction.</i></li> <li>• <i>Refers clearly to the language use of a variety of speakers in different contexts.</i></li> <li>• Detailed knowledge of linguistic ideas, concepts and research.</li> <li>• Outlines views on linguistic issues.</li> <li>• <i>Begins to comment on the influence of gender and social position on spoken interaction (possibly asymmetrically).</i></li> <li>• <i>Outlines the importance of context to appropriate interactive features.</i></li> <li>• <i>Identifies main features of spoken interactive behaviour and speakers' relationship.</i></li> </ul> | <b>11-15</b><br><br><br><br><br><br><br><br><br><br><b>9-10</b>                  | <ul style="list-style-type: none"> <li>• Depth/range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Examines some different kinds of listening skills such as questioning, supportive feedback etc.</i></li> <li>• <i>Gives some examples of these various features.</i></li> <li>• <i>Comments on the significance of research and ideas about listening skills.</i></li> <li>• <i>Considers possible influence of status, age, gender and other variables on the use of listening skills.</i></li> <li>• <i>Examines a range of relevant formal and informal contexts.</i></li> <li>• Detailed knowledge of linguistic ideas, concepts and research.</li> <li>• Outlines views on linguistic issues.</li> <li>• <i>Shows some awareness of the importance of context in interaction and speakers' relationships.</i></li> <li>• <i>Begins to address listening skills by looking at a limited range of features such as non-verbal signals.</i></li> <li>• <i>Outlines some researchers and ideas without close links to the task.</i></li> </ul> |
| <b>7-8</b><br><br><br><br><br><br><br><br><br><br><b>5-6</b>                     | <ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research.</li> <li>• Makes sustained explanations.</li> <li>• <i>Shows broad/implicit understanding of issues relating to spoken interaction.</i></li> <li>• <i>Identifies some interactive features but does not comment on them/does not convey the issues of gender and social position clearly.</i></li> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• Awareness of linguistic approaches.</li> <li>• <i>Gives broad/partial accounts of basic principles of spoken interaction.</i></li> <li>• <i>Offers very limited range of relevant examples.</i></li> </ul>  | <b>7-8</b><br><br><br><br><br><br><br><br><br><br><b>5-6</b>                     | <ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research.</li> <li>• Makes sustained explanations.</li> <li>• <i>Identifies some appropriate features of interaction.</i></li> <li>• <i>Shows some familiarity with linguistic debates by name-dropping researchers.</i></li> <li>• <i>Shows broad/implicit understanding of language and relationships and the role played by listening skills.</i></li> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• Awareness of linguistic approaches.</li> <li>• <i>Gives broad/partial accounts of some basic principles of spoken interaction without close reference to listening skills.</i></li> <li>• <i>Offers a very limited range of examples of interactive language.</i></li> </ul>   |
| <b>3-4</b><br><br><br><br><br><br><br><br><br><br><b>1-2</b><br><br><br><b>0</b> | <ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• Uncertain about how to carry out linguistic study.</li> <li>• <i>Makes sweeping generalisations and broad assertions.</i></li> <li>• <i>Gives an anecdotal/non-linguistic account of female/male use of language.</i></li> <li>• <i>Shows little awareness of interactive features.</i></li> <li>• Little focus on linguistic issues.</li> <li>• <i>Offers generalised/lay discussion of female/male attitudes and behaviour.</i></li> <li>• No understanding of anything concerned with the study of language.</li> </ul>  | <b>3-4</b><br><br><br><br><br><br><br><br><br><br><b>1-2</b><br><br><br><b>0</b> | <ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• Uncertain about how to carry out linguistic study.</li> <li>• <i>Identifies some examples of interactive language but does not comment on them clearly.</i></li> <li>• <i>Makes very broad, unsubstantiated assertions.</i></li> <li>• Little focus on linguistic issues.</li> <li>• <i>Gives very generalised discussions of interaction.</i></li> <li>• No understanding of anything concerned with the study of language.</li> </ul>   |

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