



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

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GCE

English Language A

Unit ENA5

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Unit 4: Language Variation and Change

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.

Assessment Objective	1	3ii	4	5ii	Total
Texts from Different Times	10	10		10	30
Language Variation and Change	10		20		30

- Texts from Different Times: Give a mark out of 10 for AO1, AO3ii, AO5ii and add together

E.g.

AO1	6
AO3ii	+7
AO5ii	+7

(20)

- Language Variation and Change: Give a mark out of 10 for AO1, a mark out of 20 for AO4 and add together

E.g.

AO1	6
AO4	+15

(21)

Q1	Keywords: Analyse and evaluate – the text - uses language – convey- rules, expectations and values. Assessment Focuses: Quality of expression – selection/application/evaluation of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features – writer’s aims and purposes – texts from different time – convey meanings and feelings.		
Mark	AO3ii Apply and explore frameworks for the systematic study of spoken and written English at different levels, commenting on the usefulness of the approaches taken.	Mark	AO5ii Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.
9-10	<ul style="list-style-type: none"> • Selects appropriate range of frameworks and applies in some depth. • Searching and confident linguistic analysis, using frameworks to enhance and illuminate understanding. • Evaluates frameworks. • Clear and accurate description. • <i>Analyses sentence, clause and phrase structures.</i> • <i>Examines significant grammatical features.</i> • <i>Explores semantic implications of key words.</i> • <i>Uses linguistic frameworks purposefully.</i> • <i>Shows self-awareness in choice of frameworks.</i> 	9-10	<ul style="list-style-type: none"> • Analytical grasp of how language works across different levels. • Ability to place analysis in wider contexts. • Perceptive/conceptualised/illuminating/open-minded. • Interesting and judicious use of examples and quotation. • Evaluates appropriateness/success. • Shows subtle awareness of the effect of context on meaning. • <i>Evaluates how commands and requirements are expressed.</i> • <i>Examines mode carefully.</i> • <i>Explores historical dimensions of linguistic formations.</i> • <i>Analyses linguistic features in terms of meaning.</i>
7-8	<ul style="list-style-type: none"> • Selects and identifies a range of illuminating frameworks, showing understanding of their value. • Illuminating application of linguistic frameworks. • Describes range of language features or patterns using lexical-semantic, grammatical, phonological frameworks. • Rare errors. • <i>Analyses grammatical elements such as verb tenses, modals, superlatives, adverb types, sentence types.</i> • <i>Demonstrate depth of semantic awareness.</i> • <i>Analyses vocabulary items and patterns.</i> • <i>Explores imperative mood.</i> • <i>Analyses orthographical variants.</i> 	7-8	<ul style="list-style-type: none"> • Confident analysis of language features, their explanatory context and their communicative impact. • A subtle reading integrating various levels of description. • Exploration of texts’ meaning, purpose and effects. • Close reading and well integrated quotation. • Evaluative comments are well supported. • <i>Examines the effectiveness of the writer’s commands and instructions.</i> • <i>Examines point of view and expectations.</i> • <i>Understands how language is used to convey meaning.</i> • <i>Examines mode, topic and structure.</i> • <i>Shows clear awareness of text from different time.</i>

5-6	<ul style="list-style-type: none"> Selects and identifies some frameworks. Consistent application of linguistic frameworks. Describes significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. Largely accurate. <i>Describes sentence functions, word classes with links to meaning and context.</i> <i>Looks at structure of 3rd person list of regulations.</i> <i>Examines orthographical variations.</i> 	5-6	<ul style="list-style-type: none"> Analyses meanings of a range of language features. Clear and detailed understanding of context's influence. Engagement with texts' communicative intent. Fully supported. Some evaluative comment tied to textual detail. <i>Analyses text's meanings.</i> <i>Makes some general comments about sentences, grammar and semantics.</i> <i>Shows awareness of text from different time.</i> <i>Shows awareness of context.</i>
4	<ul style="list-style-type: none"> Selects and identifies a framework. Applies a linguistic framework. Describes relevant language features. Uncertainty of description – some errors occur. <i>Comments on some relevant linguistic features without development.</i> <i>Identifies basic lexical elements.</i> <i>Identifies 3rd person pronouns/address.</i> <i>Notes orthographical variants.</i> 	4	<ul style="list-style-type: none"> Distinguishes some features of language variation. Begins to analyse what text communicates. Illustrated points. Broadly evaluative. <i>Understands the focus on instructive transaction.</i> <i>Shows some understanding of context.</i> <i>Begins to comment on text from different time.</i>
3	<ul style="list-style-type: none"> Selects some relevant language features. Attempts to apply frameworks for the description. Occasional accuracy of description. <i>Focuses partially on language – dwells on content.</i> <i>Identifies semantic fields, formality, complexity.</i> 	3	<ul style="list-style-type: none"> Identifies some features of language variation. Broad analysis of how context has influenced language use. Some use of content: specific references/examples/quotation. <i>Shows general understanding of audience and purposes.</i> <i>Gives broad comments about style, fields and formality.</i>
2	<ul style="list-style-type: none"> Attempts to use framework but minimal accuracy achieved. <i>Quotes judiciously without linguistic description.</i> <i>Identifies some linguistic features and labels but with no sense of distinctiveness/significance.</i> 	2	<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 well selected but unanalysed quotations.</i> <i>Summarises content in terms of paraphrase.</i>
1	<ul style="list-style-type: none"> Minimal engagement with language of the data extracts. <i>Chooses some quotes but refers to language of the extracts rarely.</i> 	1	<ul style="list-style-type: none"> Limited understanding. Major misunderstanding of mode/purpose/context/content/meaning. Rare quoting – no reference to language of the extracts.
0	<ul style="list-style-type: none"> No engagement with data extracts 	0	<ul style="list-style-type: none"> Text or data has no influence on the work.

Q1	
Mark	AO1 Communicate clearly the knowledge, understanding, and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.
9-10	<ul style="list-style-type: none"> Controlled use of technical aspects. Precise and deft expression. Subtlety of effect. Cogent, coherent and cohesive. Linguistic flair.
7-8	<ul style="list-style-type: none"> Rare errors. Clear stylistic shaping. Reader guided through structure. Effective linguistic register.
6	<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. 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.
0	<ul style="list-style-type: none"> Total irrelevance/incomprehensible.

Q2	<p>Key Words: What kinds – language varieties – can individual use – factors might affect – choice of variety – use.</p> <p>Assessment Focuses: Quality of expression – exploration of issues/concepts relating to social/geographical factors affecting language variation and identity.</p>		
Mark	<p>AO4 Understand, discuss and explore concepts and issues relating to language in use.</p>	Mark	<p>AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.</p>
17-20	<ul style="list-style-type: none"> • Conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Exploratory/original/evaluative approach. • <i>Places discussion within analysis of the dynamics of social, cultural and linguistic development.</i> • <i>Explores language as a construction of identity.</i> • <i>Examines a variety of lexical, semantic, grammatical and phonological features.</i> • <i>Engages enthusiastically with relevant theories and debates.</i> • <i>Challenges common assumptions by examining precise and particular linguistic formations and contexts.</i> 	9-10	<ul style="list-style-type: none"> • Controlled use of technical aspects. • Precise and deft expression. Subtlety of effect. • Cogent, coherent and cohesive. • Linguistic flair.
13-16	<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>Discusses the interplay of situation and user variables.</i> • <i>Examines closely the dynamics of interaction e.g. accommodation theory.</i> • <i>Discusses linguistic formations in context.</i> 	7-8	<ul style="list-style-type: none"> • Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
11-12	<ul style="list-style-type: none"> • Depth or range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Examines a range of social/regional varieties.</i> • <i>Integrates variables e.g. gender, age, class etc into discussion.</i> 	6	<ul style="list-style-type: none"> • Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
9-10	<ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Describes some range of social/regional features.</i> • <i>Shows knowledge of relevant quantitative data and theories.</i> • <i>Offers discussion of attitude to language.</i> • <i>Shows awareness of the significance of vernacular and standard varieties.</i> 	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.

7-8	<ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Refers to examples to make links between language and identity.</i> • <i>Differentiates between social/geographical varieties.</i> • <i>Describes varieties using some lexical/semantic/grammatical/phonological terminology.</i> 	4	<ul style="list-style-type: none"> • Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register.
5-6	<ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • <i>Shows some knowledge of links between language variation and regional factors.</i> • <i>Uses linguistic frameworks inconsistently.</i> 	3	<ul style="list-style-type: none"> • Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.
3-4	<ul style="list-style-type: none"> • Anecdotal/descriptive with implicit relevance. • <i>Identifies elements of regional variation with some broad comments about determinants.</i> 	2	<ul style="list-style-type: none"> • Intrusive basic errors. • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms.
1-2	<ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Offers a lay answer without linguistic awareness.</i> 	1	<ul style="list-style-type: none"> • Major flaws in language. • Communication impeded.
0	<ul style="list-style-type: none"> • No understanding of anything concerned with the study of language. 	0	<ul style="list-style-type: none"> • Total irrelevance/incomprehensible.

Q3	<p>Key Words: Aitchison – continual language change – natural – inevitable – examine how and why – language change – occurs – how far – agree – view.</p> <p>Assessment Focuses: Quality of expression – exploration of issues/concepts relating to contemporary language change and views of causes of change.</p>		
Mark	<p>AO4 Understand, discuss and explore concepts and issues relating to language in use.</p>	Mark	<p>AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate coherent written expression.</p>
17-20	<ul style="list-style-type: none"> • Conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Exploratory/original/evaluative approach. • <i>Explores a range of relevant factors.</i> • <i>Evolves overview of different areas of change e.g. slang, txt, e-mail, coinings, jargons, borrowings, dialect, accent, phonology, lexis, and semantics.</i> • <i>Engages strongly with evaluative issues.</i> • <i>Integrates theory into argument purposefully.</i> • <i>Challenges common assumptions about language change.</i> • <i>Examines social/political dimensions of language change.</i> 	9-10	<ul style="list-style-type: none"> • Controlled use of technical aspects. • Precise and deft expression. Subtlety of effect. • Cogent, coherent and cohesive. • Linguistic flair.
13-16	<ul style="list-style-type: none"> • Good knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • <i>Demonstrates ability to handle (and assess) different views about language change.</i> • <i>Examines competing forces of change perceptively.</i> • <i>Engages with specific arguments about language change eg. Aitchison's Reith lectures.</i> • <i>Examines vocabulary in the context of social values and technological change.</i> • <i>Examines reasons for change.</i> • <i>Gives detailed account of processes of lexical/semantic development.</i> 	7-8	<ul style="list-style-type: none"> • Rare errors. • Clear stylistic shaping. • Reader guided through structure. • Effective linguistic register.
11-12	<ul style="list-style-type: none"> • Depth or range of knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Argues a case about the value of language change.</i> • <i>Develops argument from close analysis of specific examples.</i> • <i>Uses linguistic terminology when discussing examples of change.</i> • <i>Traces processes of language change methodically.</i> • 	6	<ul style="list-style-type: none"> • Firm control of accuracy. • Controlled expression of ideas. • Line of argument. • Controlled linguistic register.
9-10	<ul style="list-style-type: none"> • Detailed knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Describes and discusses recent language changes.</i> • <i>Shows broad awareness of prescriptive attitudes.</i> • <i>Describes reasons for and processes of change broadly.</i> 	5	<ul style="list-style-type: none"> • Infrequent technical errors. • Clear communication of ideas. • Simple list structure; introduction and conclusion present. • Definite if inconsistent register.

7-8	<ul style="list-style-type: none"> • Familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Offers an account of lexical development.</i> • <i>Shows some knowledge of language changes.</i> • <i>Begins to look at reasons for change and development.</i> • <i>Begins to develop ideas about processes of change.</i> 	4	<ul style="list-style-type: none"> • Occasional technical errors. • Expression suitable for ideas. • Structure/organisation emerge. • Some control of linguistic register.
5-6	<ul style="list-style-type: none"> • Awareness of linguistic ideas, concepts and research. • <i>Begins to describe categories of lexical development.</i> • <i>Shows some awareness of the process of change and development eg. borrowings, acronyms, compounding, blends etc.</i> • <i>Shows some awareness of the reasons for language change.</i> 	3	<ul style="list-style-type: none"> • Frequent errors. • Conveys basic ideas. • Scatter gun structure. • Occasional use of linguistic terms.
3-4	<ul style="list-style-type: none"> • Anecdotal/descriptive with implicit relevance. • <i>Offers broad account of language changes with very limited linguistic comment.</i> 	2	<ul style="list-style-type: none"> • Intrusive basic errors. • Simple expression – conveys basic points. • Short/incomplete work. • Misunderstanding of linguistic terms.
1-2	<ul style="list-style-type: none"> • Little focus on linguistic issues. • <i>Gives a “lay” answer without linguistic awareness.</i> 	1	<ul style="list-style-type: none"> • Major flaws in language. • Communication impeded.
0	<ul style="list-style-type: none"> • No understanding of anything concerned with the study of language. 	0	<ul style="list-style-type: none"> • Total irrelevance/incomprehensible.