

# GCE 2005

## *January Series*



# Mark Scheme

## English Language A

### ENA5

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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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*Dr Michael Cresswell Director General*

## Unit ENA5: 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.

#### Unit 5

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

#### Section A- Texts from Different times

- award a mark out of 10 for AO1 in the right hand margin
- award a mark out of 10 for AO3ii in the right hand margin
- award a mark out of 10 for AO5ii in the right margin
- add together and put a ringed total out of 30 in the right hand margin

E.g.

$$\begin{array}{r}
 \text{AO1} \quad 6 \\
 \text{AO3ii} \quad 7 \\
 \text{AO5ii} \quad 7 \\
 \hline
 \textcircled{20}
 \end{array}$$

#### Section B- Language Variation and Change

- award a mark out of 10 for AO1 in the right hand margin
- award a mark out of 20 for AO4 in the right hand margin
- add together and put a ringed total out of 30 in the right hand margin

E.g.

$$\begin{array}{r}
 \text{AO1} \quad 6 \\
 \text{AO4} \quad 15 \\
 \hline
 \textcircled{21}
 \end{array}$$

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>	<p><b>Keywords:</b> Analyse and evaluate how the <b>writer</b> of the <b>advertisement</b> uses <b>language</b> to <b>represent the product</b> and <b>persuade the reader</b>.</p> <p><b>Assessment Focuses:</b> Quality of expression – selection/application/evaluation of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features showing awareness of contexts – writer’s aims and purposes – texts from different time – convey meanings and feelings.</p>	
<b>Mark</b>	<p><b>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.</b></p>	<p><b>Mark</b></p> <p><b>AO5ii Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.</b></p>
<b>9-10</b>	<ul style="list-style-type: none"> <li>• Selects appropriate range of frameworks and applies in some depth.</li> <li>• Searching and confident linguistic analysis, using frameworks to enhance and illuminate understanding.</li> <li>• Evaluates frameworks.</li> <li>• Clear and accurate description.</li> <li>• <i>Describes sentence, clause and phrase structures and patterns.</i></li> <li>• <i>Integrates different levels of linguistic analysis.</i></li> <li>• <i>Examines use of euphemism.</i></li> <li>• <i>Uses linguistic frameworks systematically and purposefully.</i></li> <li>• <i>Shows self-awareness in choice of frameworks.</i></li> <li>• <i>Describes use of passives.</i></li> </ul>	<p><b>9-10</b></p> <ul style="list-style-type: none"> <li>• Analytical grasp of how language works across different levels.</li> <li>• Ability to place analysis in wider contexts.</li> <li>• Perceptive/conceptualised/illuminating/open-minded.</li> <li>• Interesting and judicious use of examples and quotation.</li> <li>• Evaluates appropriateness/success.</li> <li>• Shows subtle awareness of the effect of context on meaning.</li> <li>• <i>Evaluates the effectiveness of the use of emotive language.</i></li> <li>• <i>Explores distinctive features of advertising genre.</i></li> <li>• <i>Explores historical context of key linguistic features.</i></li> <li>• <i>Analyses linguistic features in terms of topic and meaning.</i></li> <li>• <i>Examines significance of key grammatical features.</i></li> <li>• <i>Explores semantic implications of key words.</i></li> <li>• <i>Analyses use of sentence length and patterns.</i></li> <li>• <i>Analyses use of passives.</i></li> </ul>

<p><b>7-8</b></p>	<ul style="list-style-type: none"> <li>• Selects and identifies a range of illuminating frameworks, showing understanding of their value.</li> <li>• Illuminating application of linguistic frameworks.</li> <li>• Describes range of language features or patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>• Rare errors.</li> <li>• <i>Describes a range of grammatical features such as verb tenses, adverb types, superlatives and sentence types.</i></li> <li>• <i>Demonstrate some depth of semantic awareness.</i></li> <li>• <i>Describes vocabulary items and patterns.</i></li> </ul>	<p><b>7-8</b></p>	<ul style="list-style-type: none"> <li>• Confident analysis of language features, their explanatory context and their communicative impact.</li> <li>• A subtle reading integrating various levels of description.</li> <li>• Exploration of texts' meaning, purpose and effects.</li> <li>• Close reading and well integrated quotation.</li> <li>• Evaluative comments are well supported.</li> <li>• <i>Examines the effectiveness of the writer's attempts at persuasion.</i></li> <li>• <i>Considers how language is used to convey topics and meanings.</i></li> <li>• <i>Examines mode and structure.</i></li> <li>• <i>Shows clear awareness of text from different time.</i></li> <li>• <i>Analyses effect of verb tenses etc.</i></li> </ul>
<p><b>5-6</b></p>	<ul style="list-style-type: none"> <li>• Selects and identifies some frameworks.</li> <li>• Consistent application of linguistic frameworks.</li> <li>• Describes significant language features or patterns using lexical-semantic, grammatical, phonological frameworks.</li> <li>• Largely accurate.</li> <li>• <i>Describes sentence functions.</i></li> <li>• <i>Describes word classes.</i></li> </ul>	<p><b>5-6</b></p>	<ul style="list-style-type: none"> <li>• Analyses meanings of a range of language features.</li> <li>• Clear and detailed understanding of context's influence.</li> <li>• Engagement with texts' communicative intent.</li> <li>• Fully supported.</li> <li>• Some evaluative comment tied to textual detail.</li> <li>• <i>Analyses text's meanings in the context of persuasive purpose.</i></li> <li>• <i>Shows awareness of text from different time.</i></li> <li>• <i>Shows awareness of the opinions expressed by the writer.</i></li> <li>• <i>Examines the significance of graphological features.</i></li> <li>• <i>Looks at expression of personal view using third person.</i></li> <li>• <i>Analyses meaning of individual words.</i></li> </ul>

<p>4</p> <ul style="list-style-type: none"> <li>• Selects and identifies a framework.</li> <li>• Applies a linguistic framework.</li> <li>• Describes relevant language features.</li> <li>• Uncertainty of description – some errors occur.</li> <li>• <i>Comments on some relevant linguistic features without development.</i></li> <li>• <i>Identifies semantic fields.</i></li> <li>• <i>Identifies some graphological features.</i></li> <li>• <i>Identifies third person pronouns.</i></li> </ul> <p>3</p> <ul style="list-style-type: none"> <li>• Selects some relevant language features.</li> <li>• Attempts to apply frameworks for the description.</li> <li>• Occasional accuracy of description.</li> <li>• <i>Focuses partially on language – dwells on content.</i></li> <li>• <i>Identifies some linguistic features without explanation.</i></li> </ul>		<p>4</p> <ul style="list-style-type: none"> <li>• Distinguishes some features of language variation.</li> <li>• Begins to analyse what text communicates.</li> <li>• Illustrated points.</li> <li>• Broadly evaluative.</li> <li>• <i>Shows some awareness of context and meaning.</i></li> <li>• <i>Begins to comment on text from different time.</i></li> <li>• <i>Comments on fields of meaning.</i></li> </ul> <p>3</p> <ul style="list-style-type: none"> <li>• Identifies some features of language variation.</li> <li>• Broad analysis of how context has influenced language use.</li> <li>• Some use of content: specific references/examples/quotation.</li> <li>• <i>Shows general understanding of audience, mode and purposes.</i></li> <li>• <i>Gives very broad comments about complexity and level of formality.</i></li> </ul>	
<p>2</p> <ul style="list-style-type: none"> <li>• Attempts to use framework but minimal accuracy achieved.</li> <li>• <i>Chooses some relevant quotations but with no use of linguistic register and no sense of distinctiveness/significance.</i></li> </ul> <p>1</p> <ul style="list-style-type: none"> <li>• Minimal engagement with language of the data extracts.</li> <li>• <i>Makes minimal reference to language.</i></li> </ul> <p>0</p> <ul style="list-style-type: none"> <li>• No engagement with data extracts.</li> </ul>		<p>2</p> <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 content in terms of paraphrase.</i></li> </ul> <p>1</p> <ul style="list-style-type: none"> <li>• Limited understanding. Major misunderstanding of mode/purpose/context/content/meaning.</li> <li>• <i>Makes no reference to language of the text.</i></li> </ul> <p>0</p> <ul style="list-style-type: none"> <li>• Text or data have no influence on the work.</li> </ul>	

<b>Q1</b>	
<b>Mark</b>	<b>AO1 Communicate clearly the knowledge, understanding, and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.</b>
<b>9-10</b>	<ul style="list-style-type: none"> <li>Controlled use of technical aspects.</li> <li>Precise and deft expression. Subtlety of effect.</li> <li>Cogent, coherent and cohesive.</li> <li>Linguistic flair.</li> </ul>
<b>7-8</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</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 emerge.</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.</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.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Total irrelevance/incomprehensible.</li> </ul>

<b>Q2</b>	<p><b>Key Words:</b> Examine how <b>non-standard varieties</b> of <b>contemporary British English</b> may be used by <b>individuals</b> to express <b>solidarity</b> as members of a <b>social</b> or <b>occupational</b> group. <b>Discuss</b> the <b>attitudes</b> which might be <b>shown</b> to these <b>varieties</b>.</p> <p><b>Assessment Focuses:</b> Quality of expression – exploration of issues/concepts relating to social/geographical factors affecting language variation and identity.</p>		
<b>Mark</b>	<b>AO4 Understand, discuss and explore concepts and issues relating to language in use.</b>	<b>Mark</b>	<b>AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.</b>
<b>17-20</b>	<ul style="list-style-type: none"> <li>• Conceptualised overview of theories and research.</li> <li>• Analyses and evaluates alternative views.</li> <li>• Identifies and challenges standpoints.</li> <li>• Exploratory/original/evaluative approach.</li> <li>• <i>Places discussion within analysis of the dynamics of regional, cultural and linguistic variation.</i></li> <li>• <i>Explores language as a construction of personal and group identity.</i></li> <li>• <i>Engages enthusiastically with relevant research and linguistic debates e.g. descriptive/prescriptivist.</i></li> <li>• <i>Challenges common assumptions by examining particular variations and contexts.</i></li> </ul>	<b>9-10</b>	<ul style="list-style-type: none"> <li>• Controlled use of technical aspects.</li> <li>• Precise and deft expression. Subtlety of effect.</li> <li>• Cogent, coherent and cohesive.</li> <li>• Linguistic flair.</li> </ul>
<b>13-16</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>Discusses the interplay of situation and user variables.</i></li> <li>• <i>Examines closely the dynamics of interaction e.g. accommodation theory.</i></li> <li>• <i>Discusses relevant research and debates.</i></li> <li>• <i>Examines linguistic variations of accent and dialect in a variety of contexts.</i></li> </ul>	<b>7-8</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>

<p><b>11-12</b></p>	<ul style="list-style-type: none"> <li>• Depth or range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Integrates variables e.g. gender, age, class etc. into discussion.</i></li> <li>• <i>Shows some awareness of relevant research and debates.</i></li> <li>• <i>Begins to discuss linguistic variations in context.</i></li> </ul>	<p><b>6</b></p>	<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>
<p><b>9-10</b></p>	<ul style="list-style-type: none"> <li>• Detailed knowledge of linguistic ideas, concepts and research.</li> <li>• Outlines views on linguistic issues.</li> <li>• <i>Offers discussion of attitudes to language.</i></li> <li>• <i>Mentions relevant research.</i></li> <li>• <i>Shows awareness of the significance of vernacular and standard varieties.</i></li> </ul>	<p><b>5</b></p>	<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>
<p><b>7-8</b></p>	<ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research.</li> <li>• Makes sustained explanations.</li> <li>• <i>Refers to examples of linguistic variation to make links between language and identity.</i></li> <li>• <i>Describes varieties using some linguistic terminology.</i></li> </ul>	<p><b>4</b></p>	<ul style="list-style-type: none"> <li>• Occasional technical errors.</li> <li>• Expression suitable for ideas.</li> <li>• Structure/organisation emerge.</li> <li>• Some control of linguistic register.</li> </ul>
<p><b>5-6</b></p>	<ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• <i>Shows broad awareness of links between language variation and social factors.</i></li> <li>• <i>Uses linguistic frameworks inconsistently.</i></li> </ul>	<p><b>3</b></p>	<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>3-4</b>	<ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• <i>Identifies elements of social/regional variation with some very broad comments about determinants.</i></li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>• Intrusive basic errors.</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Offers a lay answer without linguistic awareness.</i></li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No understanding of anything concerned with the study of language.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>

<b>Q3</b>	<b>Key Words: Why do users of contemporary British English borrow words and phrases from other languages and dialects?</b>  <b>Assessment Focuses:</b> Quality of expression – exploration of issues/concepts relating to contemporary language change and views of causes of change.	
<b>Mark</b>	<b>AO4 Understand, discuss and explore concepts and issues relating to language in use.</b>	<b>Mark</b> <b>AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate coherent written expression.</b>
<b>17-20</b>	<ul style="list-style-type: none"> <li>• Conceptualised overview of theories and research.</li> <li>• Analyses and evaluates alternative views.</li> <li>• Identifies and challenges standpoints.</li> <li>• Exploratory/original/evaluative approach.</li> <li>• <i>Explores a range of relevant examples of borrowing.</i></li> <li>• <i>Conceptualises different types of borrowing.</i></li> <li>• <i>Evolves overview of the significance of borrowings.</i></li> <li>• <i>Engages strongly with social, cultural and linguistic debates about language change.</i></li> <li>• <i>Integrates theory and research into argument.</i></li> <li>• <i>Explores how borrowings enter the language.</i></li> </ul>	<b>9-10</b> <ul style="list-style-type: none"> <li>• Controlled use of technical aspects.</li> <li>• Precise and deft expression.</li> <li>• Subtlety of effect.</li> <li>• Cogent, coherent and cohesive.</li> <li>• Linguistic flair.</li> </ul>
<b>13-16</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>Demonstrates ability to handle and assess different views about borrowing.</i></li> <li>• <i>Examines competing forces of change.</i></li> <li>• <i>Comments on arguments about language change.</i></li> <li>• <i>Examines different reasons for borrowing.</i></li> </ul>	<b>7-8</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>

11-12	<ul style="list-style-type: none"> <li>• Depth or range of knowledge of linguistic ideas/concepts/research.</li> <li>• Develops views on linguistic issues.</li> <li>• <i>Develops argument from analysis of specific examples.</i></li> <li>• <i>Uses linguistic terminology consistently when discussing examples of change.</i></li> <li>• <i>Begins to look at attitudes to language change.</i></li> </ul>	6	<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>
9-10	<ul style="list-style-type: none"> <li>• Detailed knowledge of linguistic ideas, concepts and research.</li> <li>• Outlines views on linguistic issues.</li> <li>• <i>Describes and discusses some examples of borrowing.</i></li> <li>• <i>Shows some knowledge of reasons for borrowing words or phrases.</i></li> </ul>	5	<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 register.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Familiarity with linguistic ideas, concepts and research.</li> <li>• Makes sustained explanations.</li> <li>• <i>Shows some knowledge of borrowings in contemporary English.</i></li> <li>• <i>Describes reasons for and processes of change broadly.</i></li> </ul>	4	<ul style="list-style-type: none"> <li>• Occasional technical errors.</li> <li>• Expression suitable for ideas.</li> <li>• Structure/organisation emerge.</li> <li>• Some control of linguistic register.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Awareness of linguistic ideas, concepts and research.</li> <li>• <i>Shows some basic awareness of the process of borrowing.</i></li> <li>• <i>Shows some basic awareness of the reasons for language change.</i></li> </ul>	3	<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>
3-4	<ul style="list-style-type: none"> <li>• Anecdotal/descriptive with implicit relevance.</li> <li>• <i>Offers historical account of changes with limited linguistic comment.</i></li> </ul>	2	<ul style="list-style-type: none"> <li>• Intrusive basic errors.</li> <li>• Simple expression – conveys basic points.</li> <li>• Short/incomplete work.</li> <li>• Misunderstanding of linguistic terms.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>• Little focus on linguistic issues.</li> <li>• <i>Gives a “lay” answer without linguistic awareness.</i></li> </ul>	1	<ul style="list-style-type: none"> <li>• Major flaws in language.</li> <li>• Communication impeded.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No understanding of anything concerned with the study of language.</li> </ul>	0	<ul style="list-style-type: none"> <li>• Total irrelevance/incomprehensible.</li> </ul>