



## **General Certificate of Education**

# **English Language 6701**

## *Specification A*

### **ENA5      Language Variation and Change**

# **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 5**

| <b>Assessment Objective</b>          | <b>1</b> | <b>3ii</b> | <b>4</b> | <b>5ii</b> | <b>Total</b> |
|--------------------------------------|----------|------------|----------|------------|--------------|
| <b>Texts from Different Times</b>    | 10       | 10         |          | 10         | <b>30</b>    |
| <b>Language Variation and Change</b> | 10       |            | 20       |            | <b>30</b>    |

**Section A- Texts from Different times**

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

Eg

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

**Section B- Language Variation and Change**

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

Eg

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

|             |  |             |   |
|-------------|--|-------------|---|
| <b>Q1</b>   | <b>Keywords:</b> Analyse and evaluate how language is used to inform and instruct the reader.  |             |   |
|             | <b>Assessment Focuses:</b> 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.   |             |   |
| <b>Mark</b> | <b>AO3ii</b><br><b>Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken.</b>  | <b>Mark</b> | <b>AO5ii</b><br><b>Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.</b>   |
| <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>Uses linguistic frameworks systematically and purposefully.</li> <li>Demonstrates a consistent analytical method.</li> <li>Examines grammatical features such as inversion, eg "more butter molten" and modality, eg "should".</li> <li>Describes sentence structures and clause types.</li> <li>Describes listing structure and parallelism.</li> </ul>                                      | <b>9-10</b> | <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>Evaluates the effectiveness of the use of informative and instructional language.</li> <li>Explores distinctive features of the lively and dynamic recipe genre.</li> <li>Explores historical context of key archaic linguistic and orthographical features such as "but-end".</li> <li>Comments on sentence structures, moods and clause types.</li> <li>Examines structure and tenor of the recipes.</li> <li>Explores semantic implications of key words.</li> </ul> |
| <b>7-8</b>  | <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>Describes grammatical features such as verb tenses, adverb types and sentence types.</li> <li>Explores orthographical categories and patterns.</li> <li>Categorises semantic features such as the fields of food preparation "scald", "truss" and ingredients "parboiled currens", "watercress".</li> <li>Describes dynamic verbs.</li> </ul> | <b>7-8</b>  | <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 text's meaning, purpose and effects.</li> <li>Close reading and well integrated quotation.</li> <li>Evaluative comments are well supported.</li> <li>Considers how language is used to convey topics, descriptions, and actions, eg the vigour of the first writer "cram", "thrust" and the politeness of the second writer "if you wish".</li> <li>Shows clear understanding of the mode of cookery books.</li> <li>Shows clear understanding of texts from different times.</li> <li>Demonstrates some depth of semantic awareness.</li> </ul>   |
| <b>5-6</b>  | <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>Describes some word classes</li> <li>Examines imperative mood.</li> <li>Describes some general sentence functions.</li> <li>Identifies some significant semantic features.</li> <li>Examines some orthographical variants.</li> <li>Describes some semantic archaisms such as "venthole".</li> </ul>   | <b>5-6</b>  | <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 text's communicative intent.</li> <li>Fully supported.</li> <li>Some evaluative comment tied to textual detail.</li> <li>Shows awareness of text from different time.</li> <li>Describes the effect of particular word classes, eg verbs.</li> <li>Considers address.</li> <li>Looks at the progressive structure of the recipes.</li> </ul>   |
| <b>4</b>    | <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>Mentions basic semantic features such as food.</li> <li>Mentions third person pronouns.</li> <li>Identifies some individual orthographical features.</li> </ul>   | <b>4</b>    | <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>Begins to comment on text from different time.</li> <li>Shows basic awareness of the recipe genre.</li> <li>Shows general understanding of audience, mode and purposes.</li> </ul>  |
| <b>3</b>    | <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>Focuses partially on language – dwells on content.</li> <li>Identifies unhelpful language features and labels with no sense of significance.</li> </ul>   | <b>3</b>    | <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>Gives very broad comments about description of actions and level of formality.</li> </ul>   |
| <b>2</b>    | <ul style="list-style-type: none"> <li>Attempts to use framework but minimal accuracy achieved.</li> <li>Chooses some relevant quotations but with no use of linguistic register and no sense of significance.</li> </ul>  | <b>2</b>    | <ul style="list-style-type: none"> <li>Simple/generalised/descriptive accounts of the content of text and data. Paraphrase. Excessive quotation.</li> <li>Superficial reactions to text.</li> <li>Gives unanalysed quotations.</li> <li>Summarises content in terms of paraphrase.</li> </ul>   |
| <b>1</b>    | <ul style="list-style-type: none"> <li>Minimal engagement with language of the data extract.</li> <li>Makes minimal reference to language.</li> </ul>  | <b>1</b>    | <ul style="list-style-type: none"> <li>Limited understanding. Major misunderstanding of mode/purpose/context/content/meaning.</li> <li>Makes no reference to language of the extract.</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 has 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 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.</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>    | <b>Key Words:</b> Why might a <b>speaker</b> use <b>non-standard varieties</b> of <b>English</b> in <b>Britain today</b> ? In your answer you should refer to <b>particular linguistic features</b> .<br><b>Assessment Focuses:</b> Quality of expression – exploration of issues/concepts relating to social/geographical factors affecting language variation and identity.  |             |  |
| <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>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>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>Uses lexical, semantic and phonological frameworks productively.</i></li><li>• <i>Examines some grammatical features such as subject/verb agreement and multiple negation.</i></li><li>• <i>Explores various reasons which cause the use of non-standard language features.</i></li><li>• <i>Engages enthusiastically with relevant research and linguistic debates, eg descriptivist/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 particular aspects of relevant research.</i></li><li>• <i>Examines why people might use non-standard language features.</i></li><li>• <i>Examines linguistic variations of accent and dialect in a variety of contexts.</i></li><li>• <i>Describes some appropriate semantic, grammatical and phonological features.</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>  |
| <b>11-12</b> | <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>Shows awareness of variables such as gender, age, class and how they affect people's use of non-standard features.</i></li><li>• <i>Begins to integrate relevant reasons, research and debates into discussion.</i></li><li>• <i>Begins to discuss particular non-standard linguistic features in context.</i></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>9-10</b>  | <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>Begins to discuss reasons for using non-standard varieties.</i></li><li>• <i>Shows awareness of regional, social and occupational non-standard varieties.</i></li><li>• <i>Describes some non-standard varieties using some linguistic terminology.</i></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>7-8</b>   | <ul style="list-style-type: none"><li>• Familiarity with linguistic ideas, concepts and research.</li><li>• Makes sustained explanations.</li><li>• <i>Refers to some examples of linguistic variation and begins to consider reasons for using them.</i></li><li>• <i>Describes non-standard varieties using linguistic terminology infrequently and inconsistently.</i></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>5-6</b>   | <ul style="list-style-type: none"><li>• Awareness of linguistic ideas, concepts and research.</li><li>• <i>Makes limited reference to examples of non-standard variations.</i></li><li>• <i>Identifies a limited number of non-standard features with limited comment on reasons for using them.</i></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>3-4</b>   | <ul style="list-style-type: none"><li>• Anecdotal/descriptive with implicit relevance.</li><li>• <i>Accepts regional stereotypes.</i></li><li>• <i>Shows limited awareness of links between language variation and attitudes.</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 with no 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: Explore how and why some new words and new meanings have emerged in British English over the last 50 years. Discuss whether these changes have enriched the language?</b><br><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</b><br>Understand, discuss and explore concepts and issues relating to language in use.  | <b>Mark</b> | <b>AO1</b><br>Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.   |
| <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 reasons for language change.</i></li> <li><i>Examines processes of language change with care and precision.</i></li> <li><i>Explores links between reasons for and processes of language change.</i></li> <li><i>Evolves overview of different processes of change such as abbreviation borrowing, affixing, compounding, blending.</i></li> <li><i>Explores processes of semantic change, eg euphemism, amelioration, pejoration, broadening.</i></li> <li><i>Engages with linguistic descriptivist/prescriptivist debates about language change.</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>Develops argument from analysis of specific examples.</i></li> <li><i>Examines various processes of language change in some depth.</i></li> <li><i>Examines various reasons for language change.</i></li> <li><i>Examines either processes or reasons very well.</i></li> <li><i>Engages with the concept of enrichment.</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>   |
| <b>11-12</b> | <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>Describes processes of language change clearly.</i></li> <li><i>Shows understanding of reasons for language change.</i></li> <li><i>Focuses on processes and reasons possibly asymmetrically.</i></li> <li><i>Considers attitudes shown towards language change.</i></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>9-10</b>  | <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 processes of language change unevenly.</i></li> <li><i>Describes some reasons for language change.</i></li> <li><i>Examines either processes or reasons in some depth.</i></li> <li><i>Begins to consider attitudes shown towards language change.</i></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 register.</li> </ul> |
| <b>7-8</b>   | <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 processes of language change.</i></li> <li><i>Shows some knowledge of the reasons for language change.</i></li> <li><i>Examines either processes or reasons quite well.</i></li> <li><i>Shows some awareness of attitudes shown towards language change.</i></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>5-6</b>   | <ul style="list-style-type: none"> <li>Awareness of linguistic ideas, concepts and research.</li> <li><i>Shows some basic awareness of processes of language change.</i></li> <li>or</li> <li><i>Shows some basic awareness of the reasons for language change.</i></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>3-4</b>   | <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>  | <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>Gives 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>     | No understanding of anything concerned with the study of language.  | <b>0</b>    | <ul style="list-style-type: none"> <li>Total irrelevance/incomprehensible.</li> </ul>  |