

**International A Level in English Language [2061]**

**Language analysis**

**EXAM PAPER – 03**

**MARK SCHEME**

**General guidance for marking work**

* All work must be treated in the same manner, with the first and last candidates being marked in the same way.
* Marking should be positive, with candidates being rewarded for what they have shown they can do rather than penalised for omissions.
* All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should award zero marks if the candidate’s response cannot be measured according to the mark scheme.

**Question 1**

**Indicative content**

The common features of the two texts may be noted (they are both diaries recording the effects of illness), although there are differences in audience (Shaw is writing on a public blog for immediate consumption; Scott’s is much more personal, and he may not have anticipated consumption until later. This might be evidenced by the use of classical quotes without explanation).

Questions may be asked as to the safety of observations based on limited sources, separating differences based on change in language usage and those that may be idiosyncratic, with recommendations for wider study.  
  
Difficulties in understanding sections of the earlier piece e.g. ‘and try about a specimen of notes for the W’, although more generally the piece can be understood without too much effort by a modern user.

Apparent differences in register may be noted e.g., ‘I have a particular call for gratitude’ which may appear overly-formal and complex for what is a very personal account.

Attention may be drawn to the particular differences in the use of tenses to describe past events. Shaw (as might be expected) uses narrative tenses throughout. Scott uses a combination of past forms and present forms where the understanding of time reference comes from context rather than language used.

Reference should be made to the historical development of English grammar, which in Scott’s time (subsequent to 1755) could be said to be fully developed. Reasons why formal and regular grammar became increasingly important may be noted.

**Question 2**

**Indicative content**

The candidate should note that at this age, children are getting better at conversations. They can use longer sentences and take turns speaking. They can say what they’re thinking, tell stories and describe feelings. It should be possible to understand most of what the child is saying. Candidates should refer to the role of other adults, especially parents (primary caregivers) in children’s speech development, for example referring to ideas of child directed speech (CDS).

Candidates should show awareness of how the father’s interaction with his daughter aids the child’s discourse and social interaction. Mention should be made of the child’s stage of development and the context in which the conversation takes place and how this may also influence language development. There are some indicators that the child is using input from e.g., her parents as models for her utterances. The candidate could also note: The use of hand movements as aids to communication; open and closed questions employed to enable the child to either show understanding or to provide more detailed responses and to create adjacency pairs, reinforcing with the child the conventions of communication and turn-taking. Positive reinforcement is used. Father also acts to give the child’s vague utterances meaning, and the child seems happy to adopt father’s interpretation at times.

The child is able to form present tense verb form (‘like’) and use modal forms (‘should’) and can combine clauses, including subordination: ‘If you don’t talk about this … she won’t do this. Okay?” The child makes some standard simple utterances.

The child makes some non-standard and telegraphic utterances and makes some grammatical omissions: ‘I do not like how you all saying these stuff.’,

Pronoun use ‘we’ ‘me’, ‘I’.

The child supports utterances with NVC in the form of hand gestures which she has probably observed in adults.

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| **Level** | **Mark** | **Features** |
| 0 | 0 | No material |
| 1 | 1-5 | **Descriptive**   * Knowledge of appropriate analysis methods is largely unassimilated.; recalls limited range of terminology and makes frequent errors and technical lapses * Knowledge of concepts and issues is limited. ; uses a descriptive approach or paraphrases with little evidence of applying understanding to the data * Lists contextual factors and language features * Makes limited links between these and the construction of meaning in the text |
| 2 | 6-10 | **General understanding**   * Uses methods of language analysis that show general understanding; organises and expresses ideas with some clarity, though has lapses in use of terminology * Summarises basic concepts and issues; applies some of this understanding when discussing the text * Describes construction of meaning in the text * Uses examples of contextual factors or language features in supporting this description |
| 3 | 11-15 | **Clear and relevant**   * Applies relevant methods of language analysis to text with clear examples; ideas are structured logically and expressed with few lapses in clarity and transitioning * Clear use of terminology * Clear understanding and application of relevant concepts and issues to text * Explains construction of meaning in text * Makes relevant links to contextual factors and language features in supporting this explanation |
| 4 | 16-20 | **Discriminating and controlled**   * Controlled application of methods of language analysis supported with use of discriminating examples, controls the structure of response with effective transitions, carefully chosen language and use of terminology * Discriminating selection and application of a range of concepts and issues to the text * Makes inferences about the construction of meaning in text * Examines relevant links to contextual factors and language features to support the analysis |
| 5 | 21-25 | **Critical and evaluative**   * Critical application of methods of language analysis with sustained examples; uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology * Evaluative application of a wide range of concepts and issues to the text * Evaluates construction of meaning in the text * Critically examines relevant links to contextual factors and language features to support this evaluation |