

## Assessment Grid: Component 1 Section A Question 1

<b>BAND</b>	<b>AO1</b> <b>Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>  <b>20 marks</b>	<b>AO2</b> <b>Demonstrate critical understanding of concepts and issues relevant to language use</b>  <b>20 marks</b>	<b>AO4</b> <b>Explore connections across texts, informed by linguistic concepts and methods</b>  <b>20 marks</b>
<b>5</b>	<b>17-20 marks</b> <ul style="list-style-type: none"> <li>Sophisticated methods of analysis</li> <li>Confident use of a wide range of terminology (including spoken)</li> <li>Perceptive discussion of texts</li> <li>Coherent, academic style</li> </ul>	<b>17-20 marks</b> <ul style="list-style-type: none"> <li>Detailed critical understanding of concepts (e.g. genre: radio news)</li> <li>Perceptive discussion of issues (e.g. social status, prestige forms)</li> <li>Confident and concise selection of textual support</li> </ul>	<b>17-20 marks</b> <ul style="list-style-type: none"> <li>Insightful connections established between texts</li> <li>Sophisticated overview</li> <li>Effective use of linguistic knowledge</li> </ul>
<b>4</b>	<b>13-16 marks</b> <ul style="list-style-type: none"> <li>Effective methods of analysis</li> <li>Secure use of a range of terminology (including spoken)</li> <li>Thorough discussion of texts</li> <li>Expression generally accurate and clear</li> </ul>	<b>13-16 marks</b> <ul style="list-style-type: none"> <li>Secure understanding of concepts (e.g. genre: radio news)</li> <li>Some intelligent discussion of issues (e.g. social status, prestige forms)</li> <li>Consistent selection of apt textual support</li> </ul>	<b>13-16 marks</b> <ul style="list-style-type: none"> <li>Purposeful connections established between texts</li> <li>Detailed overview</li> <li>Relevant use of linguistic knowledge</li> </ul>
<b>3</b>	<b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sensible methods of analysis</li> <li>Generally sound use of terminology (including spoken)</li> <li>Competent discussion of texts</li> <li>Mostly accurate expression with some lapses</li> </ul>	<b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sound understanding of concepts (e.g. genre: radio news)</li> <li>Sensible discussion of issues (e.g. social status, gender)</li> <li>Generally appropriate selection of textual support</li> </ul>	<b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sensible connections established between texts</li> <li>Competent overview</li> <li>Generally sound use of linguistic knowledge</li> </ul>
<b>2</b>	<b>5-8 marks</b> <ul style="list-style-type: none"> <li>Basic methods of analysis</li> <li>Using some terminology with some accuracy (including spoken)</li> <li>Uneven discussion of texts</li> <li>Straightforward expression, with technical inaccuracy</li> </ul>	<b>5-8 marks</b> <ul style="list-style-type: none"> <li>Some understanding of concepts (e.g. genre: radio news)</li> <li>Basic discussion of issues (e.g. social status)</li> <li>Some points supported by textual references</li> </ul>	<b>5-8 marks</b> <ul style="list-style-type: none"> <li>Makes some basic connections between texts</li> <li>Rather a broad overview</li> <li>Some valid use of linguistic knowledge</li> </ul>
<b>1</b>	<b>1-4 marks</b> <ul style="list-style-type: none"> <li>Limited methods of analysis</li> <li>Some grasp of basic terminology (including spoken)</li> <li>Undeveloped discussion of texts</li> <li>Errors in expression and lapses in clarity</li> </ul>	<b>1-4 marks</b> <ul style="list-style-type: none"> <li>A few simple points made about concepts (e.g. genre: radio news)</li> <li>Limited discussion of issues (e.g. social status)</li> <li>Little use of textual support</li> </ul>	<b>1-4 marks</b> <ul style="list-style-type: none"> <li>Limited connections between texts</li> <li>Vague overview</li> <li>Undeveloped use of linguistic knowledge with errors</li> </ul>
<b>0</b>	<b>0 marks:</b> Response not credit worthy or not attempted		

**COMPONENT 1 SECTION B: LANGUAGE ISSUES**

<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
20 marks	20 marks	20 marks

**Overview**

Each question focuses on a specific kind of language use (e.g. child language, dominance, politeness) and responses should analyse and evaluate the ways in which contextual factors affect linguistic choices in each case. Examining the data given or selecting relevant points from the extracts will provide a starting point for most responses, but there should also be evidence of wider reading (e.g. references to theorists), awareness of the social implications of language use (e.g. the use of negative politeness to avoid embarrassment), and linguistic knowledge (e.g. appropriately used terminology). Responses should be logically organised with clear topic sentences and a developing argument.

**Additional notes:**

The following notes address features of interest which may be explored, but it is important to reward all valid discussion.

**Child Language Acquisition: communication in the first two years**

*Read the following extract from *The Language Instinct* by Steven Pinker.*

*Not much of linguistic interest happens during the first two months, when babies produce the cries, grunts, sighs, clicks, stops, and pops associated with breathing, feeding, and fussing, or even during the next three, when coos and laughs are added. Between five and seven months babies begin to play with sounds, rather than using them to express their physical and emotional states, and their sequences of clicks, hums, glides, trills, hisses, and smacks begin to sound like consonants and vowels.*

*Chapter 9 'Baby Born Talking - Describes Heaven', p.265 (Penguin, 1994)*

**Using this extract as a starting point, analyse and evaluate the ways in which children use language in their first two years to communicate with the people around them**

**[60]**

As the extract discusses some vegetative sounds and non-verbal communication of the first seven months, this is likely to be the starting point for many answers. By the age of two, children use language for a range of functions – to attract attention, express emotions, fulfil needs, etc.

Responses may make some of the following points:

- babies 'tune in' to their mother's native tongue before birth
- children's ability to understand sounds outpaces their ability to produce them resulting in deletions (e.g. in a consonant cluster); sound substitutions (e.g. of a fricative with a plosive); reduplication; and assimilation. The CVCV pattern is preferred
- intonation is understood early on and used to emphasise meaning
- first words can be categorised as labels, actions, locations, social terms or modifiers. They are subject to over and under extension. Holophrases often stand for a larger concept
- by two years most children will still use base forms but inflections for plurals, possessives, present participles and the past tense may appear
- questions are mostly formed by intonation although some 'wh...' words may be used
- negatives are indicated by 'no' or 'not' at the beginning or end of utterances as auxiliary verbs are unlikely to be acquired by the age of two years

- first person pronouns for self-reference are unlikely to be fully acquired and names are more common than pronouns
- two word and telegraphic utterances contain semantic rather than structural words. Syntax is that of the child's native tongue (e.g. in English - SV or VO)
- turn-taking and conversational structures are partially acquired as patterns are learned from caretaker interaction (pragmatics).

### 3. Language and Power: control and dominance in spoken interaction

Read the following extract from a conversation between a teacher and a student.

<p><b>TEACHER:</b> OK (.) so what I want you to do is to describe the language of the text (.) describe it using appropriate terminology and showing understanding of the context (1) look at the key points and provide examples to support what you say (.) off you go</p> <p><b>STUDENT:</b> well (2) first of all I um I (2)</p> <p><b>TEACHER:</b> first you need to concentrate (.) yes (.) now describe what's going on</p> <p><b>STUDENT:</b> there are colour words // and</p> <p><b>TEACHER:</b> // now look (.) did we not go over this yesterday?</p> <p><b>STUDENT:</b> yes but // I</p> <p><b>TEACHER:</b> // yes but is not the answer I'm looking for (.) colour words are (3) and I'm waiting for you to fill a gap here</p> <p><b>STUDENT:</b> er er // er</p> <p><b>TEACHER:</b> // might I suggest you look at the notes in front of you?</p> <p><b>STUDENT:</b> modifiers?</p> <p><b>TEACHER:</b> good it took a long time but we're heading in the right direction and next (4) come on connotations position effect on the reader</p> <p><b>STUDENT:</b> yes I // er</p> <p><b>TEACHER:</b> // can someone else help out here?</p>
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Using this extract as a starting point, analyse and evaluate the ways in which participants can control and dominate spoken interactions.

[60]

As the question asks learners to identify and interpret the ways in which language can be used to control spoken interaction, it is likely that they will analyse the extract to show who the dominant speaker is and how this dominance is achieved, before moving on to a wider consideration of dominance in a range of different spoken language contexts.

Responses may make some of the following points:

- the importance of context i.e. situation, purpose, genre, register, etc.
- the relationships between participants e.g. status/role, function, face needs, shared knowledge, audience, etc.
- the way tenor/manner shapes a speaker's choice of lexis, grammar and prosodic features
- the effect of turn-taking (adjacency pairs, overlaps, interruptions, etc.) and how this may give a speaker control
- the use of different utterance types and how this affects dominance especially imperative, interrogative and fragmentary structures
- the extent to which a speaker may accommodate and/or cooperate with others
- the use of monitoring devices, topic shifts, discourse markers, length of utterances, etc to set an agenda
- the presence of non-fluency features e.g. hesitations, pauses, false starts, etc. and what this implies about the effectiveness of an utterance
- the speaker's use of prosodic features for reinforcement e.g. intonation, stress, pitch, pauses for dramatic effect, etc.

#### 4. Language and situation: politeness

Read the following extract taken from *Talk to the Hand* by Lynne Truss.

*Courtesy words are our most elementary way of indicating that we are aware of the presence of other people, and of the impact we may be having on them. Consideration for others being the foundation of manners, children ought to be taught to use the courtesy words because they thereby learn an important social habit: to remember there are other people in the world. I think it is right to say "Excuse me" when answering one's phone on the train. I think it is right to say, "Thank you" to the driver when alighting from a bus.*

*Chapter 1 'Was That so Hard to Say?', pp.58-9 (Profile Books, 2005)*

**Using this extract as a starting point, analyse and evaluate the ways in which politeness influences our everyday interactions.**

**[60]**

As the extract discusses the importance of courtesy words, this is likely to be the starting point for many responses. Learners may pick up key words from the quotation like 'consideration' and look at the role interjections like 'thank you' and 'excuse me' play in avoiding conflict in spoken interactions. In a wider sense, they may address the idea of politeness as a 'social habit' used to overcome what Kate Fox calls social 'dis-ease' – the stereotypical British reserve - and to reduce differences in status e.g. between service provider and customer. Discussion may also address some of the following key issues: face needs, gender, changes in attitudes to politeness e.g. different age groups, periods, etc.

Responses may make some of the following points:

- positive politeness forms i.e. to make the hearer feel good (e.g. hedging, use of inclusive first person plural pronouns, show interest in hearer, compliments, etc) - reflect our need for social acceptance/approval
- negative politeness forms (dominant in British English) i.e. to avoid embarrassment or social awkwardness (e.g. indirect grammatical forms, apologies, passive voice, using interrogatives instead of imperatives) - reflect our unwillingness to impose on others
- the effect of context and purpose: familiar, informal situations - politeness conventions can be more direct (e.g. 'Please open the window for me.');
- in formal situations, indirect structures avoid offence (e.g. 'I was wondering whether you would be able to open the window for me, please.')
- topic selection: opening tokens (e.g. 'How was your journey?', 'How do you do.?', 'Pleased to meet you.', 'Isn't the weather awful.');
- other-orientated (e.g. polite enquiries about family, shared friends); closing tokens ('It was so good to meet you.', 'Do come again.', 'I look forward to hearing from you soon.')
- phatic function of interjections in creating a relationship e.g. 'please', 'thank you' 'sorry'
- terms of address to show respect, equality or familiarity: the use of honorifics (e.g. a Plaid Cymru assembly member was ordered to leave the chamber during a debate in 2004 when she called the Queen 'Mrs Windsor');
- full vs familiar names; in formal emails including 'if I may' when a recipient may be offended by the choice of address
- the importance of modality
- the use of non-verbal signals to mark cooperation: non-verbal vocalisations/affirmations, smiles, nods
- cooperative turn-taking: smooth latches rather than interruptions and overlaps; length and content of turns
- conversely, politeness used to challenge; impoliteness – non-collaborative speech acts.

## Assessment Grid: Component 1 Section B-Questions2-4

<b>BAND</b>	<b>AO1</b> <b>Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>  <b>20 marks</b>	<b>AO2</b> <b>Demonstrate critical understanding of concepts and issues relevant to language us</b>  <b>20 marks</b>	<b>AO3</b> <b>Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</b>  <b>20 marks</b>
<b>5</b>	<b>17-20 marks</b> <ul style="list-style-type: none"> <li>Sophisticated methods of analysis</li> <li>Confident use of a wide range of terminology</li> <li>Perceptive discussion of topic</li> <li>Coherent, academic style</li> </ul>	<b>17-20 marks</b> <ul style="list-style-type: none"> <li>Detailed critical understanding of concepts (e.g. stages of language acquisition, turn-taking, modality)</li> <li>Perceptive discussion of issues (e.g. identity, status, gender)</li> <li>Confident and concise selection of supporting examples</li> </ul>	<b>17-20 marks</b> <ul style="list-style-type: none"> <li>Confident analysis and evaluation of a range of contextual factors</li> <li>Productive discussion of the construction of meaning</li> <li>Perceptive evaluation of effectiveness of communication</li> </ul>
<b>4</b>	<b>13-16 marks</b> <ul style="list-style-type: none"> <li>Effective methods of analysis</li> <li>Secure use of a range of terminology</li> <li>Thorough discussion of topic</li> <li>Expression generally accurate and clear</li> </ul>	<b>13-16 marks</b> <ul style="list-style-type: none"> <li>Secure understanding of concepts (e.g. stages of language acquisition, turn-taking, modality)</li> <li>Some intelligent discussion of issues (e.g. identity, status, gender)</li> <li>Consistent selection of apt supporting examples</li> </ul>	<b>13-16 marks</b> <ul style="list-style-type: none"> <li>Effective analysis and evaluation of contextual factors</li> <li>Some insightful discussion of the construction of meaning</li> <li>Purposeful evaluation of effectiveness of communication</li> </ul>
<b>3</b>	<b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sensible methods of analysis</li> <li>Generally sound use of terminology</li> <li>Competent discussion of topic</li> <li>Mostly accurate expression with some lapses</li> </ul>	<b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sound understanding of concepts (e.g. stages of language acquisition, turn-taking, modality)</li> <li>Sensible discussion of issues (e.g. identity, status, gender)</li> <li>Generally appropriate selection of supporting examples</li> </ul>	<b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sensible analysis and evaluation of contextual factors</li> <li>Generally clear discussion of the construction of meaning</li> <li>Relevant evaluation of effectiveness of communication</li> </ul>
<b>2</b>	<b>5-8 marks</b> <ul style="list-style-type: none"> <li>Basic methods of analysis</li> <li>Using some terminology with some accuracy</li> <li>Uneven discussion of topic</li> <li>Straightforward expression, with technical inaccuracy</li> </ul>	<b>5-8 marks</b> <ul style="list-style-type: none"> <li>Some understanding of concepts (e.g. stages of language acquisition, turn-taking)</li> <li>Basic discussion of issues (e.g. status, gender)</li> <li>Some points supported by examples</li> </ul>	<b>5-8 marks</b> <ul style="list-style-type: none"> <li>Some valid analysis of contextual factors</li> <li>Undeveloped discussion of the construction of meaning</li> <li>Inconsistent evaluation of effectiveness of communication</li> </ul>
<b>1</b>	<b>1-4 marks</b> <ul style="list-style-type: none"> <li>Limited methods of analysis</li> <li>Some grasp of basic terminology</li> <li>Undeveloped discussion of topic</li> <li>Errors in expression and lapses in clarity</li> </ul>	<b>1-4 marks</b> <ul style="list-style-type: none"> <li>A few simple points made about concepts (e.g. stages of language acquisition, turn-taking)</li> <li>Limited discussion of issues (e.g. status, gender)</li> <li>Few examples cited</li> </ul>	<b>1-4 marks</b> <ul style="list-style-type: none"> <li>Some basic awareness of context</li> <li>Little sense of how meaning is constructed</li> <li>Limited evaluation of effectiveness of communication</li> </ul>
<b>0</b>	<b>0 marks:</b> Response not credit worthy or not attempted		

## COMPONENT 2: LANGUAGE CHANGE OVER TIME

### MARK SCHEME

#### General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by **all**. Particular attention should be paid to the following instructions regarding marking.

- Make sure that you are familiar with the assessment objectives (**AOs**) that are relevant to the questions that you are marking, and the respective **weighting** of each AO. The advice on weighting appears at the start of each Section and also in the Assessment Grids at the end.
- Familiarise yourself with the questions, and each part of the marking guidelines.
- The mark-scheme offers two sources of marking guidance and support for each Section:
  - **'Notes' on the material which may be offered in candidates' responses**
  - **Assessment grid, offering band descriptors and weightings for each assessment objective.**
- Be positive in your approach: look for details to reward in the candidate's response rather than faults to penalise.
- As you read the candidate's response, annotate using details from the Assessment Grid/Notes/Overview as appropriate. Tick points you reward and indicate inaccuracy or irrelevance where it appears.
- Decide which band **best fits** the performance of the candidate **for each assessment objective** in response to the question set. Give a mark for each relevant assessment objective and then add each AO mark together to give a total mark for each question or part question.
- Explain your mark with an assessment of the quality of the response at the end of each answer. Your comments should indicate both the positive and negative points as appropriate.
- Use your professional judgement, in the light of decisions made at the marking conference, to fine-tune the mark you give.
- It is important that the **full range of marks** is used. Full marks should not be reserved for perfection. Similarly there is a need to use the marks at the lower end of the scale. No allowance can be given for incomplete answers other than what candidates actually achieve.

- Consistency in marking is of the highest importance. If you have to adjust after the initial sample of scripts has been returned to you, it is particularly important that you make the adjustment without losing your consistency.
- In the case of a rubric infringement, mark all the answers and then delete the lowest mark commensurate with the fulfilling of the rubric. **Please write "rubric infringement" on the front cover of the script.** At the end of the marking period send a list with full details of the rubric infringements to the WJEC GCE English Subject Officer: please explain clearly the nature of the difficulty and give centre and candidate number.
- If you wish to refer a script to the Principal Examiner for a second opinion, if, for example, poor handwriting makes fair assessment difficult, then write "Refer to P/E" on the front of the script. Send a note of the centre and candidate number to the WJEC GCE English Subject Officer at the end of the marking period.
- Please do not use personal abbreviations, as they can be misleading or puzzling to a second reader. You may, however, find the following symbols useful:
  - E expression
  - I irrelevance
  - e.g. ? lack of an example
  - X wrong
  - (✓) possible
  - ? doubtful
  - R repetition

The following guidelines contain an overview, notes, some suggestions about possible approaches candidates may use in their response, and an assessment grid.

The mark scheme, however, should not be regarded as a checklist.

Candidates are free to choose any approach that can be supported by evidence, and they should be rewarded for all valid interpretations of the texts. Candidates can (and will most likely) discuss parts of the texts other than those mentioned in the mark scheme.