



**General Certificate of Education  
June 2011**

**English Language A 2701**

**Language Explorations**

**ENGA3**

***Mark Scheme***

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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## English Language Mark Scheme

### How to Mark

#### Aims

When you are marking your allocation of scripts your main aims should be:

- 1 to recognise and identify the achievements of candidates
- 2 to put into a rank order the achievements of candidates (not to grade them - that is something that is done later using the rank order that your marking has produced)
- 3 to ensure comparability of assessment for all candidates, regardless of question or examiner.

#### Approach

It is important to be *open minded* and *positive* when marking scripts.

The specification recognises the variety of experiences and knowledge that candidates will have. It encourages them to study language in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the quality of *what the candidate offers*.

Do not mark scripts as though they were mere shadows of some Platonic ideal (or the answer *you* would have written). The mark schemes have been composed to assess *quality of response* and not to identify expected items of knowledge.

#### The Marking Grids

The specification has generic marking grids for each Assessment Objective which are customised for individual tasks. These have been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands.

Within each Assessment Objective there are five broad bands representing different levels of achievement.

Do not think of bands equalling grade boundaries. Depending on the part of the examination, the bands will have different mark ranges assigned to them. This will reflect the different weighting of assessment objectives in particular tasks and across the examination as a whole. You may be required to give different marks to bands for different assessment objectives.

#### Using the Grids

You will need to give a mark for each Assessment Objective being tested in a particular question. These marks will then be totalled up for that question. To identify the mark for an Assessment Objective ask:

#### What descriptors reflect the answer you are marking?

On some occasions the descriptors in a band will only have one mark attached to them. On other occasions there will be a range of marks. In some bands there are upper and lower descriptors in such cases to help you.

Sometimes you will need to decide whether a script is displaying all the characteristics of a band firmly: if so, put it at the top of the band. As soon as a script has fulfilled one band and shows signs of the next, you should put it into that next band.

If a script displays some characteristics of a band barely, place it at the bottom of the band. If the script shows a range of some of the band's qualities, place it between the top and bottom of the band as seems fair.

### Annotating scripts

It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

To this end you should:

- identify points of merit with ✓ or ✓✓  
(ensure that you don't go into automatic ticking mode where you tick rhythmically every 10 lines - ticks should engage with the detail of a candidate's thinking and analysis)
- write notes in the margin commenting on the answer's relationship to the AOs/grid/key words/focus
- identify linguistic errors with a ✕
- identify errors of spelling or punctuation by underlining, eg sentence
- write a summative comment at the end for each Assessment Objective
- indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence
- add up the marks for each Assessment Objective
- put a ringed total in the right hand margin at the end of each question.

### 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	2	3	4	Total
Questions 01/02 Language Variation and Change	10	20	15		45
Question 03 Language Discourses	10	20	15		45

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**Section A – Language Variation and Change****Question 01/02**

- Award a mark out of 10 for AO1, place in the right hand margin and ring.
- Award a mark out of 20 for AO2, place in the right hand margin and ring.
- Award a mark out of 15 for AO3, place in the right hand margin and ring.

Eg

AO1 Summative Comment

⑤

AO2 Summative Comment

⑬

AO3 Summative Comment

⑨

**Section B – Language Discourses****Question 03**

- Award a mark out of 10 for AO1, place in the right hand margin and ring.
- Award a mark out of 20 for AO2, place in the right hand margin and ring.
- Award a mark out of 15 for AO3, place in the right hand margin and ring.

Eg

AO1 Summative Comment

⑧

AO2 Summative Comment

⑱

AO3 Summative Comment

⑫

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>Question 01</b> <b>Assessment focus:</b> <ul style="list-style-type: none"> <li>Analyse the ways Text A uses language to review the video cameras.</li> <li>Referring to Text A, Text B and your own studies, evaluate the idea that new words and meanings are only for labelling new inventions and discoveries.</li> </ul>			
Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language
9–10	<p>Applies accurately a sophisticated and searching range of frameworks in depth to enhance and illuminate understanding. Guides reader structurally and stylistically. Makes very few technical errors. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>describe compound, complex, compound-complex, minor sentences</li> <li>describe clause types, patterns and elements</li> <li>organise or synthesise descriptive approaches.</li> </ul>	13–15	<p>Demonstrates analytical grasp of how language works across different levels. Places analysis in wider contexts. Shows perceptive/conceptualised/illuminating/open-minded approach. Uses interesting and judicious examples/quotation. Evaluates appropriateness/success. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>analyse sentence and clause patterns and effects</li> <li>analyse shaping of response: modality/certainty</li> <li>conceptualise representation of technology.</li> </ul>
7–8	<p>Applies a relevant range of linguistic frameworks, showing some depth and detail, and with rare errors. Develops a line of argument in a controlled linguistic register. Shows firm control of technical accuracy. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>describe simple sentences, phrase types</li> <li>describe word classes in depth</li> <li>describe tense and aspect</li> <li>examine morphological features.</li> </ul>	10–12	<p>Analyses language features, their explanatory context and their communicative impact confidently. Makes a subtle interpretation integrating various levels of description. Explores texts' meaning, purpose and effects. Makes evaluative comments which are well supported. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>analyse language of evaluation closely</li> <li>analyse language of size/capability/simplicity</li> <li>explore language of technology</li> <li>analyse self-presentation of Fry.</li> </ul>
5–6	<p>Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>describe word formation processes</li> <li>describe word classes</li> <li>describe pronoun person and number</li> <li>describe sentence functions.</li> </ul>	7–9	<p>Analyses meanings of a range of language features. Analyses context's influence in detail. Engages with texts' communicative intent. Quotes aptly. Makes some evaluative comment tied to textual detail. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>examine presentation of details of the cameras</li> <li>identify positive/critical evaluation broadly.</li> </ul>
4	<p>Applies a linguistic framework with some errors. Clarifies some linguistic aims. Describes methodology. Expresses ideas with organisation emerging. Makes occasional technical errors. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>describe basic pronouns.</li> </ul>	5–6	<p>Understands effect of context. Illustrates some effects of producer/audience/mode/purpose/ field. Begins to interpret what text communicates. Illustrates using quotations. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>comment on 1st person style</li> <li>discuss informative and evaluative functions.</li> </ul>
3	<p>Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>identify formality, complexity, jargon.</li> </ul>	3–4	<p>Identifies some features of language variation. Has broad awareness that context has influenced language use. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>identify technical information</li> <li>discuss accessibility and formality.</li> </ul>
2	<p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.</p>	2	<p>Gives simple/generalised/descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations.</p>
1	<p>Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication.</p>	1	<p>Misunderstands mode/purpose/context/content/meaning significantly.</p>
0	<p>Does not communicate.</p>	0	<p>Does not analyse texts.</p>

<b>Question 01</b> <b>Assessment focus:</b> <ul style="list-style-type: none"> <li>• <b>Analyse</b> the ways <b>Text A</b> uses language to review the video cameras.</li> <li>• Referring to <b>Text A</b>, <b>Text B</b> and <b>your own studies</b>, <b>evaluate</b> the idea that <b>new words and meanings</b> are only for <b>labelling new inventions and discoveries</b>.</li> </ul>	
<b>Mark</b>	<b>AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language</b>
<b>17–20</b>	Demonstrates a conceptualised overview of theories and research. Analyses and evaluates alternative views. Identifies and challenges standpoints. Employs an exploratory/original/evaluative approach. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• explore issues of conscious/subconscious or internally/externally motivated change</li> <li>• explore social and cultural contexts, examining struggles over meaning</li> <li>• conceptualise the nature of language change</li> <li>• evaluate views of language change, eg Aitchison's damp spoon, crumbling castle and infectious disease metaphors as ways of seeing changes.</li> </ul>
<b>13–16</b>	Shows depth or range of knowledge about linguistic concepts, theories and research. Identifies different views and interpretations. Comments on others' ideas. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• explore specific case studies to analyse a range of causes of language change</li> <li>• offer views about varied nature of causes of language change</li> <li>• identify prescriptivist views about new vocabulary</li> <li>• identify descriptivist views about new vocabulary</li> <li>• have knowledge of theories about how changes develop, eg S-curve, style to style, wave theory.</li> </ul>
<b>11–12</b>	Shows detailed knowledge of linguistic ideas/concepts/research. Develops views on linguistic issues. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• identify and analyse examples of a range of processes such as compounding, acronymy, clipping, amelioration etc with accuracy</li> <li>• argue that change is caused by new creations.</li> </ul>
<b>9–10</b>	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• examine processes of lexical and semantic change with errors and uncertainty</li> <li>• identify prescriptivist vs descriptivist views very broadly, without development.</li> </ul>
<b>7–8</b>	Reveals familiarity with linguistic ideas, concepts and research. Makes sustained explanations. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• give sustained and organised exemplification of new words and meanings</li> <li>• identify causes of new words/semantic changes, eg fields, specific inventions and discoveries</li> <li>• show awareness of research by name-dropping or undeveloped references.</li> </ul>
<b>5–6</b>	Shows awareness of linguistic ideas, concepts and research. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• give unlinked examples of new words and meanings</li> <li>• give limited linguistic comment on examples.</li> </ul>
<b>3–4</b>	Is anecdotal/descriptive with implicit relevance. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• make a generalised discussion of language change.</li> </ul>
<b>1–2</b>	Has little focus on linguistic issues. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• give a general discussion of social/historical/technological change.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Shows no understanding of anything concerned with the study of language.</li> </ul>

<b>Question 02</b> <b>Assessment focus:</b> <ul style="list-style-type: none"> <li>• <b>Analyse</b> how the writer of <b>Text C</b> uses language to create his <b>characters</b>, their <b>speech</b> and their <b>relationships</b>.</li> <li>• <b>Referring to Text C, Text D and your own studies</b>, evaluate the <b>factors</b> affecting people's use of <b>Black English</b>.</li> </ul>			
Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language
9–10	<p>Applies accurately a sophisticated and searching range of frameworks in depth to enhance and illuminate understanding.</p> <p>Guides reader structurally and stylistically.</p> <p>Makes very few technical errors.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe compound, complex, compound-complex, minor sentences</li> <li>• describe clause types and elements, word order</li> <li>• use phonological terminology</li> <li>• describe forms and functions accurately.</li> </ul>	13–15	<p>Demonstrates analytical grasp of how language works across different levels.</p> <p>Places analysis in wider contexts.</p> <p>Shows perceptive/conceptualised/illuminating/open-minded approach.</p> <p>Uses interesting and judicious examples and quotation.</p> <p>Evaluates appropriateness/success.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• analyse sentence and clause patterns and effects</li> <li>• analyse the standard/patwa variation</li> <li>• explore representation of patwa grammar forms.</li> </ul>
7–8	<p>Applies a relevant range of linguistic frameworks, showing some depth and detail, and with rare errors.</p> <p>Develops a line of argument in a controlled linguistic register.</p> <p>Shows firm control of technical accuracy.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe simple sentences, phrase types</li> <li>• describe pronoun functions</li> <li>• describe verbs forms and modality/negation</li> <li>• describe word classes in detail.</li> </ul>	10–12	<p>Analyses language features, their explanatory context and their communicative impact confidently.</p> <p>Makes a subtle interpretation integrating various levels of description.</p> <p>Explores texts' meaning, purpose and effects.</p> <p>Makes evaluative comments which are well supported.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• analyse creation of tension and atmosphere</li> <li>• discuss connotations of patwa</li> <li>• link patwa to uses and users.</li> </ul>
5–6	<p>Applies linguistic frameworks consistently and largely accurately.</p> <p>Communicates clearly with clear topics and paragraphs.</p> <p>Makes infrequent technical errors.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe verb moods</li> <li>• describe word classes</li> <li>• describe pronoun person and number.</li> </ul>	7–9	<p>Analyses meanings of a range of language features.</p> <p>Analyses context's influence in detail.</p> <p>Engages with texts' communicative intent.</p> <p>Quotes aptly.</p> <p>Makes some evaluative comment tied to textual detail.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• comment on the characters and relationships</li> <li>• analyse use of commands and questions</li> <li>• analyse representation by verbs, adverbs, adjectives.</li> </ul>
4	<p>Applies a linguistic framework with some errors.</p> <p>Clarifies some linguistic aims.</p> <p>Describes methodology.</p> <p>Expresses ideas with organisation emerging.</p> <p>Makes occasional technical errors.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe basic lexical and semantic features: fields, slang, pronouns.</li> </ul>	5–6	<p>Understands effect of context.</p> <p>Illustrates some effects of producer/audience/mode/purpose/field.</p> <p>Begins to interpret what text communicates.</p> <p>Illustrates using quotations.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• identify social world of characters/their identities</li> <li>• comment on use/nature of direct speech.</li> </ul>
3	<p>Attempts to use linguistic description with occasional accuracy of description.</p> <p>Conveys basic ideas with some organisation.</p> <p>Frequent errors.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• identify informality, spelling, punctuation.</li> </ul>	3–4	<p>Identifies some features of language variation.</p> <p>Has broad awareness that context has influenced language use.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• identify non-standard/standard language</li> <li>• identify informality.</li> </ul>
2	<p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description.</p> <p>Makes basic errors that intrude on communication.</p>	2	<p>Gives simple/generalised/descriptive accounts of the content of texts and data.</p> <p>Paraphrases. Quotes excessively.</p> <p>Gives well selected but unanalysed quotations.</p>
1	<p>Minimal engagement with language of the data.</p> <p>Quotes/refers to data rarely.</p> <p>Has major flaws in language that impede communication.</p>	1	<p>Misunderstands mode/purpose/context/content/meaning significantly.</p>
0	Does not communicate.	0	Does not analyse texts.



<b>Question 02</b> <b>Assessment focus:</b> <ul style="list-style-type: none"> <li>• <b>Analyse how</b> the writer of <b>Text C</b> uses <b>language</b> to <b>create</b> his <b>characters</b>, their <b>speech</b> and their <b>relationships</b>.</li> <li>• <b>Referring to Text C, Text D</b> and <b>your own studies</b>, <b>evaluate</b> the <b>factors affecting</b> people's <b>use of Black English</b>.</li> </ul>	
<b>Mark</b>	<b>AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language</b>
<b>17–20</b>	<p>Demonstrates a conceptualised overview of theories and research.          Analyses and evaluates alternative views.          Identifies and challenges standpoints.          Employs and exploratory/original/evaluative approach.  <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>explore pidgin/creole origins of British Black English and effects on attitudes and use</i></li> <li>• <i>demonstrate overview of varying attitudes within the community across time</i></li> <li>• <i>engage with debates about the functions and potential of BBE (eg verbal deprivation arguments, capacity for literary use).</i></li> </ul>
<b>13–16</b>	<p>Shows depth or range of knowledge about linguistic concepts, theories and research.          Identifies different views and interpretations.          Comments on others' ideas.  <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>explain effect of social connotations and attitudes: laziness, incorrectness, uneducated</i></li> <li>• <i>explore covert prestige and positive community attitudes to BBE</i></li> <li>• <i>explore attitudes to and significance of specific language features</i></li> <li>• <i>explore research findings/uses concepts: prestige, stigmatisation, social networks, code-switching, solidarity, social distance.</i></li> </ul>
<b>11–12</b>	<p>Shows detailed knowledge of linguistic ideas/concepts/research.          Develops views on linguistic issues.  <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>explore other variables such as age, gender and relationships within the Black community.</i></li> </ul>
<b>9–10</b>	<p>Shows knowledge of linguistic ideas, concepts and research.          Outlines views on linguistic issues.  <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>examine use of language outside the Black community</i></li> <li>• <i>examine use of BBE by other social groups.</i></li> </ul>
<b>7–8</b>	<p>Reveals familiarity with linguistic ideas, concepts and research.          Makes sustained explanations.  <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>show understanding of variation according to situation: audience</i></li> <li>• <i>show understanding of variation according to situation: purpose.</i></li> </ul>
<b>5–6</b>	<p>Shows awareness of linguistic ideas, concepts and research.  <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>give examples of British Black English use</i></li> <li>• <i>relate use to ethnicity.</i></li> </ul>
<b>3–4</b>	<p>Is anecdotal/descriptive with implicit relevance.  <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>make a generalised discussion of use of non-standard language without linguistic comment/few examples.</i></li> </ul>
<b>1–2</b>	<p>Has little focus on linguistic issues.  <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>give a general non-linguistic discussion of ethnicity.</i></li> </ul>
<b>0</b>	Shows no understanding of anything concerned with the study of language.

<b>Question 03</b> <b>Assessment focus:</b> • <b>Analyse and evaluate how these two texts use language to present their ideas about accents.</b>			
<b>Mark</b>	<b>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</b>	<b>Mark</b>	<b>AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language</b>
<b>9–10</b>	Applies accurately a sophisticated and searching range of frameworks in depth to enhance and illuminate understanding. Guides reader structurally and stylistically. Makes very few technical errors. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>describe compound, complex, compound-complex, minor sentences</li> <li>describe clause types, patterns and elements</li> <li>organise or synthesise descriptive approaches.</li> </ul>	<b>13–15</b>	Demonstrates analytical grasp of how language works across different levels. Places analysis in wider contexts. Shows perceptive/conceptualised/illuminating/open-minded approach. Uses interesting and judicious examples and quotation. Evaluates appropriateness/success. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>evaluate modality, tense, sentence structures and effects</li> <li>conceptualise/contextualise nature of discourses about accent.</li> </ul>
<b>7–8</b>	Applies a relevant range of linguistic frameworks, showing some depth and detail, and with rare errors. Develops a line of argument in a controlled linguistic register. Shows firm control of technical accuracy. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>describe simple sentences, phrase types</li> <li>describe word classes in depth: verb tenses, aspect, modals, adverb types, noun types.</li> </ul>	<b>10–12</b>	Analyses language features, their explanatory context and their communicative impact confidently. Makes a subtle interpretation integrating various levels of description. Explores texts' meaning, purpose and effects. Makes evaluative comments which are well supported. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>explore Ironside's attitudes to older and newer accents</li> <li>explore self-presentation/creation of authority</li> <li>explore how writers convey ideas persuasively</li> <li>characterise ideal reader.</li> </ul>
<b>5–6</b>	Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>describe sentence functions</li> <li>describe word classes</li> <li>describe pronoun person and number.</li> </ul>	<b>7–9</b>	Analyses meanings of a range of language features. Analyses context's influence in detail. Engages with texts' communicative intent. Quotes aptly. Makes some evaluative comment tied to textual detail. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>analyse expression of Text F's views and advice</li> <li>analyse positioning of reader, eg personal situation</li> <li>analyse presentation of son's behaviour.</li> </ul>
<b>4</b>	Applies a linguistic framework with some errors. Clarifies some linguistic aims. Describes methodology. Expresses ideas with organisation emerging. Makes occasional technical errors. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>describe pronouns</li> <li>describe basic lexical and semantic features.</li> </ul>	<b>5–6</b>	Understands effect of context. Illustrates some effects of producer/audience/mode/purpose/field. Begins to interpret what text communicates. Illustrates using quotations. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>explain focus on accents and attitudes</li> <li>analyse personal address to audience.</li> </ul>
<b>3</b>	Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>identify fields, formality, complexity.</li> </ul>	<b>3–4</b>	Identifies some features of language variation. Has broad awareness that context has influenced language use. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>identify inform, argue and persuade functions</li> <li>make broad deductions about audiences.</li> </ul>
<b>2</b>	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.	<b>2</b>	Gives simple/generalised/descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations.
<b>1</b>	Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication.	<b>1</b>	Misunderstands mode/purpose/context/content/meaning significantly.
<b>0</b>	Does not communicate.	<b>0</b>	Does not analyse texts.

<b>Question 03</b> <b>Assessment focus:</b> • <b>Evaluate these ideas</b> about accents, drawing on <b>your knowledge</b> and <b>study of language variation</b> .	
<b>Mark</b>	<b>AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language</b>
<b>17–20</b>	Demonstrates a conceptualised overview of theories and research. Analyses and evaluates alternative views. Identifies and challenges standpoints. Employs and exploratory/original/evaluative approach. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• <i>develop an overview of language variation and attitudes</i></li> <li>• <i>evaluate the relative value of code-switching/repertoires vs acceptance of accent variation</i></li> <li>• <i>evaluate the linguistic arbitrariness of the value of specific accent sounds vs social significances</i></li> <li>• <i>challenge the views of Texts E and F.</i></li> </ul>
<b>13–16</b>	Shows depth or range of knowledge about linguistic concepts, theories and research. Identifies different views and interpretations. Comments on others' ideas. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• <i>explore changing attitudes to RP and regional accents, reflecting complexity of views</i></li> <li>• <i>explore ideas of repertoires, code-switching and accommodation</i></li> <li>• <i>show knowledge of specific research findings, eg quantitative findings, matched guise work</i></li> <li>• <i>classify and comment on views in Texts E and F</i></li> <li>• <i>characterise debates and positions about accents.</i></li> </ul>
<b>11–12</b>	Shows detailed knowledge of linguistic ideas/concepts/research. Develops views on linguistic issues. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• <i>explore positive attitudes to vernacular accents</i></li> <li>• <i>explore negative attitudes to RP.</i></li> </ul>
<b>9–10</b>	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• <i>broadly mention prescriptivist or descriptivist attitudes</i></li> <li>• <i>explain sources of attitudes: social connotations, media representations.</i></li> </ul>
<b>7–8</b>	Reveals familiarity with linguistic ideas, concepts and research. Makes sustained explanations. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• <i>identify particular attitudes to accents, eg ugly, uneducated, persuasive, authoritative</i></li> <li>• <i>show some awareness of research by name-dropping or undeveloped references.</i></li> </ul>
<b>5–6</b>	Shows awareness of linguistic ideas, concepts and research. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• <i>give own examples of attitudes to accent broadly, eg positive/negative, posh/common/class</i></li> <li>• <i>give some limited linguistic comment on examples, eg RP, standard/non-standard.</i></li> </ul>
<b>3–4</b>	Is anecdotal/descriptive with implicit relevance. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• <i>make a generalised/prejudiced discussion of attitudes to accents without linguistic comment/few examples.</i></li> </ul>
<b>1–2</b>	Has little focus on linguistic issues. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> <li>• <i>give a general discussion of class and prejudices.</i></li> </ul>
<b>0</b>	Shows no understanding of anything concerned with the study of language.

### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by visiting the link below:

[www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion).