



General Certificate of Education

English Language 2701
Specification A

ENGA3 Language Explorations

Mark Scheme

2010 examination – January 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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2701 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 sentance
- 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 1/2 Language Variation and Change	10	20	15		45
Question 3 Language Discourses	10	20	15		45

Section A – Language Variation and Change**Question 1/2**

- 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	right hand margin
AO1 Summative Comment	⑤
AO2 Summative Comment	⑬
AO3 Summative Comment	⑨

Section B – Language Discourses**Question 3**

- 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	right hand margin
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.

Question 1			
Assessment focus:			
<ul style="list-style-type: none"> Analyse the ways Text A and Text B use language to create different definitions of the word 'McJob'. Referring to Text A, Text B and your own studies, explore how new words and meanings enter the English Language. 			
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	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"> Analyse clause types, patterns and elements Organise or synthesise descriptive approaches. 	13–15	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> <ul style="list-style-type: none"> Analyse contrast, repetition and parallelism Analyse sentence and clause patterns and effects Explore comparisons and contrasts Conceptualise representations.
7–8	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"> Describe word classes in depth Describe tense and aspect Describe sentence types Examine morphological features. 	10–12	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"> Analyse shaping of response: modality/certainty Analyse language of training and qualifications Analyse language of degradation/opportunity.
5–6	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"> Describe word formation processes Describe word classes Describe sentence functions. 	7–9	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"> Consider the effect of questions Examine details of the job Examine positive/critical descriptions of McJobs.
4	Applies a linguistic framework with some errors. Expresses ideas with organisation emerging. Makes occasional technical errors. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> Describe basic semantic fields. 	5–6	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"> Comment on fields Discuss informative and argument functions.
3	Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Makes frequent errors. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> Identify formality, complexity, graphology. 	3–4	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"> Identify short paragraphs Discuss accessibility and formality.
2	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.	2	Gives simple/generalised/descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations.
1	Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication.	1	Misunderstands mode/purpose/context/content/meaning significantly.
0	Does not communicate.	0	Does not analyse texts.

Question 1	
Assessment focus:	
<ul style="list-style-type: none"> • Analyse the ways Text A and Text B use language to create different definitions of the word 'McJob'. • Referring to Text A, Text B and your own studies, explore how new words and meanings enter the English Language. 	
Mark	AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language
17–20	<p>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></p> <ul style="list-style-type: none"> • Explore issues of conscious or subconscious or internally/externally motivated change • Explore social and cultural contexts, examining struggles over meaning • Generate own ideas and notions about the nature of change • Evaluate views of language change, eg Aitchison's damp spoon, crumbling castle and infectious disease metaphors as ways of seeing changes.
13–16	<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"> • Be able to explore specific case studies to analyse the nature of language change, showing detail or a range of types of change in language • Identify prescriptivist views about new vocabulary • Identify descriptivist views about new vocabulary • Have knowledge of theories about how changes develop, eg S-curve, style to style, wave theory.
11–12	<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"> • Identify and analyse examples of a range of processes such as compounding, acronymy, clipping, amelioration etc with accuracy • Argue that change is natural/acceptable.
9–10	<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"> • Examine processes of lexical and semantic change with errors and uncertainty/limited range • Identify prescriptivist vs descriptivist views broadly.
7–8	<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"> • Give sustained and organised exemplification of new words and meanings • Explain some causes of new words and semantic changes, eg fields • Show some awareness of research by name-dropping or undeveloped references.
5–6	<p>Shows awareness of linguistic ideas, concepts and research. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • Give some unlinked examples of new words and meanings • Give some limited linguistic comment on examples.
3–4	<p>Is anecdotal/descriptive with implicit relevance. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • Make a generalised discussion of language change with little linguistic comment/few examples • Discuss 'McJob' without looking at wider issues of new words and meanings.
1–2	<p>Has little focus on linguistic issues. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • Give a general discussion of social and historical change.
0	Shows no understanding of anything concerned with the study of language.

Question 2			
Assessment focus:			
<ul style="list-style-type: none"> Analyse the distinctive ways the speaker in Text C uses language to convey his thoughts and experiences. Referring to Text C, Text D and your own studies, evaluate the attitudes that people hold towards regional dialects and accents. 			
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"> Analyse clauses Organise or synthesise descriptive approaches. 	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"> Analyse the tone and attitudes Link features to age, gender, context.
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"> Describe interactive features of speech Describe verbs forms and modality Describe word classes in detail. 	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"> Analyse use of past tense and present tense Explore dialect grammar forms Explore effect of spoken mode and situation.
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"> Describe verb moods Describe word classes. 	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"> Analyse address and positioning Identify dialect vocabulary and meanings Analyse representation of experiences.
4	<p>Applies a linguistic framework with some errors.</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"> Describe basic lexical and semantic features. 	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"> Identify personal stories about money, smoking, past, use of direct speech.
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"> Identify formality, complexity, non-fluency. 	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"> Identify non-fluency features Identify formality.
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	<p>Does not communicate.</p>	0	<p>Does not analyse texts.</p>

Question 2	
Assessment focus:	
<ul style="list-style-type: none"> • Analyse the distinctive ways the speaker in Text C uses language to convey his thoughts and experiences. • Referring to Text C, Text D and your own studies, evaluate the attitudes that people hold towards regional dialects and accents. 	
Mark	AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language
17–20	<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"> • <i>Evaluate social basis of linguistic judgements, overview of linguistic arbitrariness</i> • <i>Demonstrate overview of changing social contexts for regional language and attitudes</i> • <i>Debate significance of/response to attitudes held</i> • <i>Distinguish accent and dialect issues.</i>
13–16	<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"> • <i>Explain attitudes by social connotations: class, location, power of standard</i> • <i>Examine specific research findings, eg quantitative sociolinguistics, matched guise experiments</i> • <i>Explore covert prestige and positive attitudes to regional accents and dialects</i> • <i>Explore attitudes to specific language features.</i>
11–12	<p>Show detailed knowledge of linguistic ideas/concepts/research. Develop views on linguistic issues. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>Develop and label different types of negative attitude: aesthetic appeal, correctness, laziness, status, intelligence.</i>
9–10	<p>Show knowledge of linguistic ideas, concepts and research. Outline views on linguistic issues. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>Examine specific accents and dialects and negative attitudes towards them.</i>
7–8	<p>Reveal familiarity with linguistic ideas, concepts and research. Make sustained explanations. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>Show understanding of positive attitudes to standard vs negative attitudes to non-standard and regional, drawing on Text D.</i>
5–6	<p>Shows awareness of linguistic ideas, concepts and research. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>Give examples of attitudes to regional accents and dialects</i> • <i>Rely on regional stereotypes.</i>
3–4	<p>Is anecdotal/descriptive with implicit relevance. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>Make a generalised discussion of judgements of people's language with little linguistic comment/few examples.</i>
1–2	<p>Has little focus on linguistic issues. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>Gives a general non-linguistic discussion of regional stereotypes and issues.</i>
0	<ul style="list-style-type: none"> • Shows no understanding of anything concerned with the study of language.

Question 3			
Assessment focus:			
• Analyse and evaluate how these two texts use language to present their ideas about the ways women and men communicate .			
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	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"> • <i>Analyse clause types, patterns and elements</i> • <i>Organise or synthesise descriptive approaches.</i> 	13–15	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"> • <i>Evaluate metaphors and their implications</i> • <i>Evaluate modality, tense, sentence structures and effects</i> • <i>Conceptualise generalising and polarising discourses.</i>
7–8	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"> • <i>Describe word classes in depth: verb tenses, aspect, modals, adverb types, adjective types, noun types</i> • <i>Describe sentence types.</i> 	10–12	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"> • <i>Evaluate representation of genders</i> • <i>Explore self-presentation/creation of authority</i> • <i>Explore how writers convey ideas persuasively</i> • <i>Characterise ideal readers.</i>
5–6	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"> • <i>Describe sentence functions</i> • <i>Describe word classes.</i> 	7–9	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"> • <i>Analyse word classes used to characterise male and female interaction</i> • <i>Analyse shaping of ideal reader's response.</i>
4	Applies a linguistic framework with some errors. Expresses ideas with organisation emerging. Makes occasional technical errors. <i>Candidates are likely to:</i> <ul style="list-style-type: none"> • <i>Describe pronouns</i> • <i>Describe basic lexical and semantic features.</i> 	5–6	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"> • <i>Explain focus on communication styles</i> • <i>Analyse direct address.</i>
3	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"> • <i>Identify fields, formality, complexity, graphology, orthography.</i> 	3–4	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"> • <i>Identify inform, instruct and argue functions</i> • <i>Make broad deductions about audience</i> • <i>Identify field of male-female interaction.</i>
2	Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.	2	Gives simple/generalised/descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations.
1	Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication.	1	Misunderstands mode/purpose/context/ content/meaning significantly.
0	Does not communicate.	0	Does not analyse texts.

Question 3	
Assessment focus:	
<ul style="list-style-type: none"> Evaluate these ideas about the ways women and men communicate drawing on your knowledge and study of language. 	
Mark	AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language
17–20	<p>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></p> <ul style="list-style-type: none"> Evaluates deficit/dominance/difference views Challenges ideas of difference/gender polarisation and dichotomies Explores diversity, heterogeneity of women's and men's social identities.
13–16	<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"> Identifies and explains deficit/dominance/difference views Explores different interpretations of female/male conversational behaviours Identifies treatment of women and men as homogenous groups Explains research on/effect of other variables, eg context, age, class, ethnicity.
11–12	<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"> Explores ideas of power/competition vs rapport/cooperation Shows knowledge of research findings about male and female interactional styles.
9–10	<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"> Explores use of particular features in detail: turns, tags, vocabulary Expresses a view of nature of male and female language.
7–8	<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"> Gives sustained linguistic explanation of features of female and male conversation Shows some awareness of research by name-dropping or undeveloped references.
5–6	<p>Shows awareness of linguistic ideas, concepts and research. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> Gives examples of what men and women say Gives some limited linguistic comment on examples.
3–4	<p>Is anecdotal/descriptive with implicit relevance. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> Discusses male and female conversation broadly with little linguistic comment/few examples Repeats ideas in texts without wider knowledge.
1–2	<p>Has little focus on linguistic issues. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> Gives a general discussion of men's and women's behaviour with little focus on their language.
0	Shows no understanding of anything concerned with the study of language.