

Version 1.0



**General Certificate of Education
June 2010**

English Language A

2701

ENGA3

Language Explorations

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

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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 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.

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

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

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 how the writers use language to explore their ideas about communicating news and experiences. • Evaluate how their different contexts and periods might have shaped the language of the texts. 			
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"> • <i>Analyse sentence types, clause types, patterns and elements, phrase structures.</i> • <i>Organise or synthesise descriptive approaches.</i> 	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 and quotation. Evaluates appropriateness/success. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>Conceptualise tones and approaches</i> • <i>Evaluate effect of sentence patterns and structures</i> • <i>Conceptualise representation of At the Frontline.</i>
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"> • <i>Describe word classes in depth</i> • <i>Describe verb tense, voice, aspect.</i> • <i>Describe phrase types.</i> 	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"> • <i>Explore effect of mode and genre</i> • <i>Analyse representations of the blog and website</i> • <i>Examine the diarist's feelings.</i>
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"> • <i>Describe word formation processes</i> • <i>Describe word classes.</i> 	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"> • <i>Examine new words in B; period words in A</i> • <i>Explore address: personal, inclusive, generalising.</i>
4	<p>Applies a linguistic framework with some errors. Expresses ideas with organisation emerging. Makes occasional technical errors. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>Describe basic lexical and semantic features.</i> • <i>Describe pronouns.</i> 	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"> • <i>Comment on introductory and informative purposes.</i>
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"> • <i>Identify formality, complexity, graphology, orthography.</i> 	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"> • <i>Identify hyperlinks, dateline, formality, short paragraphs.</i>
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>

Question 1	
Assessment focus:	
<ul style="list-style-type: none"> • Analyse how the writers use language to explore their ideas about communicating news and experiences. • Evaluate how their different contexts and periods might have shaped the language of the texts. 	
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"> • <i>Explore issues of censorship vs freedom of information via internet publishing.</i> • <i>Explore ideas of change with understanding of social and cultural contexts affecting attitudes.</i> • <i>Evaluate views of language change, eg Aitchison's damp spoon, crumbling castle and infectious disease metaphors as ways of seeing changes.</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>Identify prescriptivist and descriptivist views of the data.</i> • <i>Explore effects of modes and technology as causes of variation and change.</i>
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"> • <i>Develop a supported view about change as natural.</i> • <i>Explore a range of word formation processes.</i>
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"> • <i>Explain a limited range of period features, eg proper nouns, dates.</i>
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"> • <i>Explore effects of fields and topics.</i> • <i>Explain some causes of language change.</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 distinctive language features.</i> • <i>Use ideas about purpose.</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 language change 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>Give a general discussion of social and historical change.</i>
0	Shows no understanding of anything concerned with the study of language.

Question 2			
Assessment focus:			
<ul style="list-style-type: none"> Analyse the ways the participants in Text C use language to convey their thoughts and experiences. Referring to Text C, Table 1 and other examples from your own studies, evaluate how gender might shape speakers' language in interaction. 			
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"> Describe types of turn-taking in detail Describe clauses and linking. Describe phrase structures. 	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"> Analyse clause linking and patterns Analyse collaborative interaction/topic development Evaluate factors other than gender.
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"> Describe interactive features of speech: interruptions, monitoring features Describe verbs forms and modality Describe word classes in detail, phrase types. 	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"> Analyse monitoring features and agreement terms Explore turn-taking: interruptions, take up Link features to gender.
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"> Describe verb moods, word classes. 	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"> Analyse exclamations and questions Analyse pronouns: personal and generalising Analyse individual word choices.
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"> Describe basic semantic fields, pronouns. Describe stress. 	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"> Comment on stress Explain views about marriage conveyed.
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"> Identify formality, complexity, non-fluency. 	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"> Identify non-fluency features, informality Comment on spoken situation.
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>

Question 2	
Assessment focus:	
<ul style="list-style-type: none"> • Analyse the ways the participants in Text C use language to convey their thoughts and experiences. • Referring to Text C, Table 1 and other examples from your own studies, evaluate how gender might shape speakers' language in interaction. 	
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"> • <i>Evaluate implications of different approaches.</i> • <i>Explore diversity and discourse based approaches.</i> • <i>Demonstrate overview of history of gender and interaction as an object of study.</i> • <i>Generate own ideas and notions about the nature of constructing gender in interaction.</i> • <i>Debate issues about gendered language.</i> • <i>Evaluate research findings.</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>Identify and analyse dominance vs difference approaches.</i> • <i>Examine men and women as heterogenous groups.</i> • <i>Be able to explore specific contexts to analyse factors other than gender.</i> • <i>Explore research findings in detail.</i>
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"> • <i>Examine difference views of interaction: report vs rapport; competitive vs collaborative.</i> • <i>Explore the effects/significance of particular female/male conversational behaviours.</i>
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"> • <i>Describe particular research findings.</i> • <i>Offer a dominance interpretation.</i>
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"> • <i>Give sustained exemplification of features of male and female talk.</i> • <i>Show some awareness of research by name-dropping or undeveloped references.</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 male and female talk.</i> • <i>Give some limited linguistic comment on examples.</i> • <i>Rely on gender 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>Discuss gender and interaction broadly 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>Give a general discussion of male and female behaviours.</i>
0	Shows no understanding of anything concerned with the study of language.

Question 3			
Assessment focus:			
<ul style="list-style-type: none"> • Analyse and evaluate how John Humphrys uses language in these two texts to communicate his ideas about language change. • Evaluate these ideas about language change using your knowledge and study of 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"> • <i>Analyse sentence types, clause types, patterns and elements, phrase structures.</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/contextualised/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, sentence structures and effects</i> • <i>Conceptualise the competing discourses about change.</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, noun and adjective types; phrase 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 participants</i> • <i>Explore self-presentation of Humphrys/authority</i> • <i>Explore how Humphrys conveys his views and attitudes</i> • <i>Characterise ideal reader.</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 describe experts: Aitchison, Crystal, Waterhouse et al</i> • <i>Analyse shaping of 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 critical view of experts; belief in rules</i> • <i>Analyse personal and inclusive 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, persuade and argue functions</i> • <i>Make broad deductions about audience.</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"> • Analyse and evaluate how John Humphrys uses language in these two texts to communicate his ideas about language change. • Evaluate these ideas about language change using 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"> • <i>Develop an overview of language change and the language system.</i> • <i>Challenge/evaluate simple ideas of progress/decay.</i> • <i>Challenge/evaluate descriptive stances.</i> • <i>Evaluate specific changes as good, bad, neutral.</i> • <i>Evaluate Humphrys' views.</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>Classify and analyse views in Texts D and E.</i> • <i>Identify and explain prescriptivist and descriptivist views.</i> • <i>Identify and explain dislike of language changes, eg as age-related and conservative.</i> • <i>Identify and explain evolutionary views of language change.</i> • <i>Identify and explain degeneration views of language.</i>
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"> • <i>Explore particular examples in detail: new words, slang, tautology, euphemism, grammar, pronunciation.</i> • <i>Show knowledge of how changes spread and develop.</i>
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"> • <i>Express own view of change as good/bad/neutral.</i>
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"> • <i>Give explanation of how and why language has changed/is changing.</i> • <i>Show some awareness of research by name-dropping or undeveloped references.</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 own examples of changes in language.</i> • <i>Give some limited linguistic comment on examples, e.g. formation processes.</i> • <i>Limit discussion of change to ideas in Texts D and E.</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 language change 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>Give a general discussion of social and educational changes.</i>
0	Shows no understanding of anything concerned with the study of language.