



**General Certificate of Education (A-level)  
June 2013**

**English Language A**

**ENGA3**

**(Specification 2700)**

**Unit 3: Language Explorations**

**Final**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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 from: [aqa.org.uk](http://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 students
- 2 to put into a rank order the achievements of students (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 students, 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 students 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 student 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. 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 ✓✓ if they are from the top 2 bands (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 student'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 students 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

## 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 1</b> <b>Assessment focus:</b> <ul style="list-style-type: none"> <li>• <b>Analyse</b> how language is used in <b>Text A</b> and <b>Text B</b> to <b>represent the companies' coffee</b>.</li> <li>• With reference to <b>Text A</b>, <b>Text B</b> and <b>your own studies</b>, <b>illustrate</b> and <b>evaluate different ways of explaining how language changes</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. Guides reader structurally and stylistically. Makes very few technical errors.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe sentence and 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.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• analyse sentence, clause and phrase effects</li> <li>• analyse modality</li> <li>• conceptualise representation of coffee and business: enthusiasm, concern for health, commitment, individualisation</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.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe phrase types, simple sentences</li> <li>• describe types of word classes</li> <li>• describe verb forms, tense and aspect.</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.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• comment on effect of tense and aspect</li> <li>• draw together patterns of meaning: eg flavour, quality</li> <li>• explore persuasive strategies and shaping responses.</li> </ul>
5–6	<p>Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe sentence functions</li> <li>• describe word classes</li> <li>• describe pronoun/person/number.</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.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• comment on nouns used to describe drinks</li> <li>• comment on adjectives used to describe coffees</li> <li>• comment on verbs to describe production/effects.</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.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe pronouns</li> <li>• describe lexical and semantic features.</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.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• give examples of direct and im/personal address</li> <li>• identify qualities of the coffee.</li> </ul>
3	<p>Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• identify formality, complexity, layout.</li> </ul>	3–4	<p>Identifies some features of language variation. Has broad awareness that context has influenced language use.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• give evidence of audience of coffee drinkers</li> <li>• give evidence of persuasive and informative purposes.</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 01</b>	
<b>Assessment focus:</b>	
<ul style="list-style-type: none"> <li>• <b>Analyse</b> how language is used in <b>Text A</b> and <b>Text B</b> to <b>represent the companies' coffee</b>.</li> <li>• With reference to <b>Text A, Text B and your own studies, illustrate and evaluate different ways of explaining how language changes</b>.</li> </ul>	
<b>Mark</b>	<b>AO2: Demonstrate critical understanding of 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 an exploratory/original/evaluative approach.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>conceptualise styles and nature of texts as communication</i></li> <li>• <i>explore effects of business, marketing and trademarking</i></li> <li>• <i>explore the interactiveness of modern multimedia texts</i></li> <li>• <i>evaluate views of language change (eg applying damp spoon, crumbling castle and infectious disease metaphors and evolution, functional theory etc) using specific examples</i></li> <li>• <i>examine generic similarities.</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>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>explain prescriptivist and/or specific descriptivist views</i></li> <li>• <i>use theories to explain aspects of the texts</i></li> <li>• <i>examine causes of specific lexical, semantic and grammatical changes: eg globalisation, cultural exchange, health concerns, technology.</i></li> </ul>
<b>11–12</b>	<p>Shows detailed knowledge of linguistic ideas, concepts and research.            Develops views on linguistic issues.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>develop a supported view about change as natural</i></li> <li>• <i>analyse range of word formation/semantic change processes in period words.</i></li> </ul>
<b>9–10</b>	<p>Shows knowledge of linguistic ideas, concepts and research.            Outlines views on linguistic issues.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>distinguish types of language features, eg by semantic fields</i></li> <li>• <i>identify prescriptivism and descriptivism generally.</i></li> </ul>
<b>7–8</b>	<p>Reveals familiarity with linguistic ideas, concepts and research.            Makes sustained explanations.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>give sustained and organised exemplification of graphological features</i></li> <li>• <i>use printing/electronic technology to explain these features</i></li> <li>• <i>make partial/inaccurate reference to researchers/ideas.</i></li> </ul>
<b>5–6</b>	<p>Shows awareness of linguistic ideas, concepts and research.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>give unlinked examples of language features distinctive to the texts</i></li> <li>• <i>use different times to explain the differences.</i></li> </ul>
<b>3–4</b>	<p>Is anecdotal/descriptive with implicit relevance.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>give a detailed history of English without applying to the texts (4)</i></li> <li>• <i>make a generalised discussion of language change without examples from the texts (3).</i></li> </ul>
<b>1–2</b>	<p>Has little focus on linguistic issues.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>give a general discussion of coffee, business, the internet etc without reference to language.</i></li> </ul>
<b>0</b>	Shows no understanding of anything concerned with the study of language.



<b>Question 2</b> <b>Assessment focus:</b> <ul style="list-style-type: none"> <li>• <b>Analyse</b> the distinctive features of <b>Juvenile’s language</b> in <b>Text C</b> and how he <b>conveys</b> his <b>experiences</b> and <b>ideas</b>.</li> <li>• Referring to <b>Text C, Figure 1</b> and <b>your own studies</b>, <b>evaluate</b> how far people’s <b>social class</b> affects their <b>use of 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. Guides reader structurally and stylistically. Makes very few technical errors.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe sentence and clause types and elements, word order</li> <li>• describe copular verbs, suffixation, ellipsis, agreement</li> <li>• describe forms and functions accurately.</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 and quotation. 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>• conceptualise Juvenile’s tone and speech style / construction of persona</li> <li>• conceptualise Juvenile’s attitudes.</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</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe phrase types, simple sentences</li> <li>• describe types of word classes</li> <li>• describe verbs forms and modality/negation.</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.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• analyse Juvenile’s thoughts/views about work/family/identity markers</li> <li>• analyse Juvenile’s generalisation/modality</li> <li>• analyse specific grammatical features.</li> </ul>
5-6	<p>Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe verb moods / sentence functions</li> <li>• describe word classes</li> <li>• describe pronoun/person/number.</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.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• comment on the representation of mother</li> <li>• analyse representation of music in the past/present</li> <li>• identify specific grammar features.</li> </ul>

<p><b>4</b></p>	<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 pronouns</li> <li>• describe lexical and semantic features: fields, slang, idioms, interactive features.</li> </ul>	<p><b>5-6</b></p>	<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>• identify 1<sup>st</sup> person narrative: telling of past/views</li> <li>• identify representation of spoken language.</li> </ul>
<p><b>3</b></p>	<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 informality, spelling/pronunciation.</li> </ul>	<p><b>3-4</b></p>	<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 non-standard language</li> <li>• identify informality.</li> </ul>
<p><b>2</b></p>	<p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.</p>	<p><b>2</b></p>	<p>Gives simple/generalised/ descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations.</p>
<p><b>1</b></p>	<p>Minimal engagement with language of the data. Quotes / refers to data rarely. Has major flaws in language that impede communication.</p>	<p><b>1</b></p>	<p>Misunderstands mode / purpose / context / content / meaning significantly.</p>
<p><b>0</b></p>	<p>Does not communicate.</p>	<p><b>0</b></p>	<p>Does not analyse texts.</p>

<b>Question 2</b>	
<b>Assessment focus:</b>	
<ul style="list-style-type: none"> <li>Analyse the distinctive features of Juvenile’s language in Text C and how he conveys his experiences and ideas.</li> <li>Referring to Text C, Figure 1 and your own studies, evaluate how far people’s social class affects their use of English.</li> </ul>	
<b>Mark</b>	<b>AO2: Demonstrate critical understanding of 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 an exploratory / original / evaluative approach.  <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>explore changing contemporary attitudes/uses/contexts</li> <li>explore accommodation/code-switching behaviour and the dynamics of interactions</li> <li>evaluate debates about when/whether to use non-standard or standard language</li> <li>challenge quantitative sociolinguistic approaches.</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>explore effect of positive social connotations of, and attitudes to, standard language</li> <li>explore effect of covert prestige and positive community attitudes to non-standard variation</li> <li>explore research findings/use concepts: prestige, stigmatisation, social networks, code-switching, solidarity, social distance</li> <li>explore effect of other variables such as situation, purpose, age, gender, ethnicity and relationships.</li> </ul>
<b>11-12</b>	<p>Shows detailed knowledge of linguistic ideas, concepts and research.          Develops views on linguistic issues.  <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>give a detailed analysis of features of language affected by class</li> <li>make reference to some supporting research.</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>explain the idea that language is linked with identity</li> <li>identify other factors without detailed exemplification.</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>give examples of how language is affected by class</li> <li>give some linguistic comment.</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>identify non-standard language varieties</li> <li>identify standard language varieties.</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>make a generalised discussion of use of non-standard language with little linguistic comment/few examples.</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>give a general non-linguistic discussion of social class.</li> </ul>
<b>0</b>	Shows no understanding of anything concerned with the study of language.

<b>Question 03</b>			
<b>Assessment focus:</b>			
<ul style="list-style-type: none"> <li>• <b>Analyse</b> and <b>evaluate</b> how the writer uses language to present ideas about how men and women communicate.</li> </ul>			
<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>	<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.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe sentence and clause types, patterns and elements</li> <li>• organise or synthesise descriptive approaches.</li> </ul>	<b>13–15</b>	<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.</p> <p><i>Students 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/positioning of reader: modality/certainty/dramatisation</li> <li>• conceptualise and evaluate representation of gender: polarisation, universalising, homogeneity, difference.</li> </ul>
<b>7–8</b>	<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.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe phrase types, simple sentences</li> <li>• describe types of word classes</li> <li>• describe verb forms, tense and aspect.</li> </ul>	<b>10–12</b>	<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.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• analyse language used to create humour</li> <li>• analyse self-presentation of the author</li> <li>• analyse language used to represent women and men.</li> </ul>
<b>5–6</b>	<p>Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe sentence functions</li> <li>• describe word classes</li> <li>• describe pronoun/person/number.</li> </ul>	<b>7–9</b>	<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.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• analyse presentation of scenarios</li> <li>• analyse presentation of directness/indirectness</li> <li>• analyse presentation of brevity/verbosity.</li> </ul>
<b>4</b>	<p>Applies a linguistic framework with some errors. Expresses ideas with organisation emerging. Makes occasional technical errors.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• describe pronouns</li> <li>• describe lexical and semantic features.</li> </ul>	<b>5–6</b>	<p>Understands effect of context. Illustrates some effects of producer/audience/mode/purpose/field. Begins to interpret what text communicates. Illustrates using quotations.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• identify direct address to female audience</li> <li>• identify focus on miscommunication.</li> </ul>
<b>3</b>	<p>Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• identify formality, complexity, spokenness.</li> </ul>	<b>3–4</b>	<p>Identifies some features of language variation. Has broad awareness that context has influenced language use.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• identify inform, analyse, explain, entertain functions</li> <li>• identify topics of questions and texting styles.</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 <b>men’s and women’s language</b> , drawing on your knowledge and study of language variation.	
<b>Mark</b>	<b>AO2: Demonstrate critical understanding of 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 an exploratory/original/evaluative approach.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>evaluate deficit/dominance/difference views and research</i></li> <li>• <i>challenge ideas of difference/gender polarisation and dichotomies</i></li> <li>• <i>conceptualise diversity views: heterogeneity of women’s and men’s social identities</i></li> <li>• <i>explore gender as performance.</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>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>identify and classify deficit/dominance/difference views</i></li> <li>• <i>explore different interpretations of female/male conversational behaviours</i></li> <li>• <i>explain detailed research findings</i></li> <li>• <i>explain research on/effect of other variables, eg context, age, class, ethnicity.</i></li> </ul>
<b>11–12</b>	<p>Shows detailed knowledge of linguistic ideas, concepts and research.                      Develops views on linguistic issues.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>explain ideas of report/competition vs rapport/cooperation</i></li> <li>• <i>explain ideas of male dominance.</i></li> </ul>
<b>9–10</b>	<p>Shows knowledge of linguistic ideas, concepts and research.                      Outlines views on linguistic issues.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>explore use of particular features in detail: eg turns, tags, vocabulary</i></li> <li>• <i>express a view of male and female language as different.</i></li> </ul>
<b>7–8</b>	<p>Reveals familiarity with linguistic ideas, concepts and research.                      Makes sustained explanations.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>explain specific features of female and male communication</i></li> <li>• <i>label features of female and male communication.</i></li> </ul>
<b>5–6</b>	<p>Shows awareness of linguistic ideas, concepts and research.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>give examples of what men and women say/repeat content of Texts D and E</i></li> <li>• <i>show awareness of research by name-dropping or undeveloped/confused references.</i></li> </ul>
<b>3–4</b>	<p>Is anecdotal/descriptive with implicit relevance.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>discuss male and female communication without linguistic comment</i></li> <li>• <i>discuss male and female communication without examples.</i></li> </ul>
<b>1–2</b>	<p>Has little focus on linguistic issues.  <i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>discuss men’s and women’s behaviour without focus on their language.</i></li> </ul>
<b>0</b>	Shows no understanding of anything concerned with the study of language.