

A-LEVEL

English Language A

ENGA3 / Unit 3: Language Explorations

Mark scheme

2700

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Version 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

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.

Question 1 Assessment focus: <ul style="list-style-type: none"> • Analyse how Text A uses language to present the ways changes in English reflect modern society. • Evaluate ways in which the English language and its use have changed since the mid-twentieth century. 			
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>Students are likely to:</i></p> <ul style="list-style-type: none"> • describe sentence and clause types, patterns and elements • 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/quotation.</p> <p>Evaluates appropriateness/success.</p> <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> • analyse sentence, clause and phrase effects • analyse modality • conceptualise representations of childhood, 21st century life and attitudes.
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>Students are likely to:</i></p> <ul style="list-style-type: none"> • describe phrase types, simple sentences • describe types of word classes • describe verb forms, tense and aspect • describe word formation processes/semantic shifts. 	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>Students are likely to:</i></p> <ul style="list-style-type: none"> • comment on effect of tense and aspect • analyse presentation of children's story • explore use of sociolects • engage with creation of humour.
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>Students are likely to:</i></p> <ul style="list-style-type: none"> • describe word classes • describe sentence functions • describe pronoun person and number. 	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>Students are likely to:</i></p> <ul style="list-style-type: none"> • comment on presentation of children • comment on presentation of topics: holidays, family, food, toys etc.

<p>4</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>Students are likely to:</i></p> <ul style="list-style-type: none"> • describe basic pronouns • describe lexical and semantic features. 	<p>5-6</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>Students are likely to:</i></p> <ul style="list-style-type: none"> • identify 3rd person narrative • identify modern features described.
<p>3</p>	<p>Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • identify formality, complexity, spelling. 	<p>3-4</p>	<p>Identifies some features of language variation. Has broad awareness that context has influenced language use. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • identify mock children's story • illustrate, entertain and inform purposes.
<p>2</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>2</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>1</p>	<p>Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication.</p>	<p>1</p>	<p>Misunderstands mode/purpose/context/content/meaning significantly.</p>
<p>0</p>	<p>Does not communicate.</p>	<p>0</p>	<p>Does not analyse texts.</p>

<p>Question 1 Assessment focus:</p> <ul style="list-style-type: none"> • Analyse how Text A uses language to present the ways changes in English reflect modern society. • Evaluate ways in which the English language and its use have changed since the mid-twentieth century. 	
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>Students are likely to:</i></p> <ul style="list-style-type: none"> • conceptualise nature of language change as a process • conceptualise nature and causes of change since mid 20th century • debate value of specific language changes • evaluate views of language change (eg applying damp spoon, crumbling castle and infectious disease metaphors and evolution, functional theory etc) using specific examples.
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>Students are likely to:</i></p> <ul style="list-style-type: none"> • explore specific case studies to analyse a range of causes of language change, eg social attitudes and values, communications technology • examine changes to accents, dialects, communication styles, conventions • explain prescriptivist/descriptivist views about change • show knowledge of theories about how changes develop.
11-12	<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"> • identify and analyse examples of a range of word formation processes and semantic shifts • argue that change is caused by changes in society/is natural.
9-10	<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"> • examine processes of lexical and semantic change with errors and uncertainty/limited range • identify prescriptivist vs descriptivist views very broadly, without development.
7-8	<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"> • give sustained and organised exemplification of new words and meanings • explain some causes of lexical/semantic changes, eg fields, specific inventions and discoveries.
5-6	<p>Shows awareness of linguistic ideas, concepts and research. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • give unlinked examples of new words and expressions • show some awareness of research by name-dropping or partial/inaccurate references.

3-4	Is anecdotal/descriptive with implicit relevance. <i>Students are likely to:</i> <ul style="list-style-type: none">• <i>give a detailed history of English before mid 20th century</i>• <i>make a generalised discussion of language change without examples.</i>
1-2	Has little focus on linguistic issues. <i>Students are likely to:</i> <ul style="list-style-type: none">• <i>give a general discussion of changes without reference to language.</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 distinctive dialect features in Text C and how Lee uses language to convey his memories and views. Referring to Text C, Text D and your own studies, evaluate the ways in which a person's identity is linked with their language use. 			
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>Students are likely to:</i></p> <ul style="list-style-type: none"> describe clause types and elements, word order compare dialect forms and functions accurately describe morphological/phonological features. 	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>Students are likely to:</i></p> <ul style="list-style-type: none"> analyse effects of sentence and clause patterns conceptualise self-presentation of narrator/his values conceptualise influence of context: age, subject.
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>Students are likely to:</i></p> <ul style="list-style-type: none"> describe double negatives describe verb forms and tense/aspect describe phrase types, simple sentences describe types of word classes. 	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>Students are likely to:</i></p> <ul style="list-style-type: none"> comment on use of tense explore attitudes and feelings about experiences describe non-standard forms.
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>Students are likely to:</i></p> <ul style="list-style-type: none"> describe verb moods describe word classes describe pronoun person and number. 	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>Students are likely to:</i></p> <ul style="list-style-type: none"> analyse presentation of setting/events analyse presentation of characters identify dialect grammar.

<p>4</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>Students are likely to:</i></p> <ul style="list-style-type: none"> • describe basic lexical and semantic features • describe pronouns. 	<p>5-6</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>Students are likely to:</i></p> <ul style="list-style-type: none"> • identify 1st person narrative/account • identify dialect vocabulary.
<p>3</p>	<p>Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • identify informality/complexity. 	<p>3-4</p>	<p>Identifies some features of language variation. Has broad awareness that context has influenced language use. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • comment on information giving/remembering past • identify personal voice.
<p>2</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>2</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>1</p>	<p>Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication.</p>	<p>1</p>	<p>Misunderstands mode/purpose/context/content/meaning significantly.</p>
<p>0</p>	<p>Does not communicate.</p>	<p>0</p>	<p>Does not analyse texts.</p>

<p>Question 2 Assessment focus:</p> <ul style="list-style-type: none"> • Analyse the distinctive dialect features in Text C and how Lee uses language to convey his memories and views. • Referring to Text C, Text D and your own studies, evaluate the ways in which a person's identity is linked with their language use. 	
Mark	AO2: Demonstrate critical understanding of 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>Students are likely to:</i></p> <ul style="list-style-type: none"> • explore changing contemporary uses/contexts • explore accommodation/code-switching behaviour and the dynamics of interactions • explore ideas about performing or constructing identity • evaluate research findings critically.
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>Students are likely to:</i></p> <ul style="list-style-type: none"> • explore concepts and research in detail • examine effect of social networks or communities of practice • examine detailed quantitative findings • explore significance of overt and covert prestige, solidarity and social distance.
11-12	<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"> • discuss how speakers have a range of identities • illustrate speakers' linguistic repertoires.
9-10	<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"> • identify 2 identity characteristics linked to language • show understanding of different levels of language linked to identity.
7-8	<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"> • give examples of the use of different varieties • identify 1 identity characteristic linked to language.
5-6	<p>Shows awareness of linguistic ideas, concepts and research. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • identify non-standard varieties • identify standard varieties of English.
3-4	<p>Is anecdotal/descriptive with implicit relevance. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • make use of anecdotes and experiences without specific linguistic knowledge/approaches.
1-2	<p>Has little focus on linguistic issues. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • give a general non-linguistic discussion of identity issues.
0	Shows no understanding of anything concerned with the study of language.

Unit 3 Question 3 Assessment focus: <ul style="list-style-type: none"> • Analyse and evaluate how Simon Heffer uses language to present his ideas about the ways writers should refer to women and men. 			
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>Students are likely to:</i></p> <ul style="list-style-type: none"> • describe sentences and clause types, elements, and structure • organise or synthesise descriptive approaches. 	13-15	<p>Demonstrates analytical grasp of how language works across different levels. 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>Students are likely to:</i></p> <ul style="list-style-type: none"> • analyse sentence and clause patterns and effects • analyse shaping of response/positioning of reader: modality/certainty • conceptualise and evaluate Heffer's attitudes, his representation of political correctness and language use.
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>Students are likely to:</i></p> <ul style="list-style-type: none"> • describe verbs forms and tense/aspect • describe types of word classes • describe phrase types, simple sentences. 	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>Students are likely to:</i></p> <ul style="list-style-type: none"> • analyse self-presentation of the author • analyse representation of English and language • respond to the presentation of the complexities of his position/views.

<p>5-6</p>	<p>Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • describe verb moods • describe word classes • describe pronoun person and number. 	<p>7-9</p>	<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>Students are likely to:</i></p> <ul style="list-style-type: none"> • analyse presentation of political correctness • analyse language conveying his judgements • analyse presentation of reader, men and women.
<p>4</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>Students are likely to:</i></p> <ul style="list-style-type: none"> • describe basic lexical and semantic features: fields, pronouns. <p>Attempts to use linguistic description with occasional accuracy of description.</p> <p>3</p> <p>Conveys basic ideas with some organisation. Frequent errors. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • identify informality, contractions, complexity. 	<p>5-6</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>Students are likely to:</i></p> <ul style="list-style-type: none"> • identify personal address • explain what he says his practices are. <p>Identifies some features of language variation.</p> <p>3-4</p> <p>Has broad awareness that context has influenced language use. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • identify inform, explain, argue functions • identify topics of vocabulary, grammar and gender.
<p>2</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>1</p> <p>Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication.</p> <p>0</p> <p>Does not communicate.</p>	<p>2</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>1</p> <p>Misunderstands mode/purpose/context/content/meaning significantly.</p> <p>0</p> <p>Does not analyse texts.</p>

<p>Unit 3 Question 3 Assessment focus:</p> <ul style="list-style-type: none"> • Evaluate these ideas about the language used to represent gender, drawing on your knowledge and study of language change. 	
Mark	AO2: Demonstrate critical understanding of 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>Students are likely to:</i></p> <ul style="list-style-type: none"> • <i>explore social and cultural contexts, examining debates about PC, language reform and struggles over meaning</i> • <i>explore gate-keeping, dominant and muted group theory, euphemism treadmill, negative semantic space, irony, intentionality, nature of change</i> • <i>evaluate the importance of language used to represent gender.</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>Students are likely to:</i></p> <ul style="list-style-type: none"> • <i>explore examples of changing terminology and meanings</i> • <i>identify and explain reflectionist views about vocabulary, grammar and gender</i> • <i>identify and explain determinist views about vocabulary, grammar and gender</i> • <i>classify and characterise Heffer's views.</i>
11-12	<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"> • <i>use specific linguistic concepts</i> • <i>explore false generics, lexical gaps, default assumptions, trivialising suffixes.</i>
9-10	<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"> • <i>analyse words' meanings and representations</i> • <i>comment on importance of words' meanings and representations.</i>
7-8	<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"> • <i>give sustained and organised exemplification of PC and un-PC words</i> • <i>use general linguistic terms: metaphors, word classes, fields.</i>
5-6	<p>Shows awareness of linguistic ideas, concepts and research. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • <i>give unlinked examples of PC and un-PC words</i> • <i>show awareness of research by name-dropping or partial/inaccurate references.</i>
3-4	<p>Is anecdotal/descriptive with implicit relevance. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • <i>make a generalised discussion of PC without relevant language focus.</i> • <i>explain the ideas and examples in Texts E and F.</i>
1-2	<p>Has little focus on linguistic issues. <i>Students are likely to:</i></p> <ul style="list-style-type: none"> • <i>give a general discussion of sexism or social prejudice without reference to language.</i>
0	Shows no understanding of anything concerned with the study of language.